

AN ABSTRACT OF THE THESIS OF

Sutee Nontapa for the degree of Doctor of Philosophy in Education presented on August 23, 1993. Title: The Effects of Student Teaching Upon the Development of Secondary Student Teachers in Thailand.

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Abstract approved _____

Kenneth M. Ahrendt

This study examined the practice of student teaching and the effects of student teaching upon the development of three secondary Thai language student teachers from Chiangmai Teachers' College in Chiangmai, Thailand from July to September, 1992. The research questions were: What are the methods of teaching which are used during student teaching experience, and what developments or changes occur as a result of student teaching from the point of view of the student teachers?

The research methodology was qualitative, utilizing the methodologies of open-ended interviewing of student teachers as the primary mode. Other sources such as observations of student teacher teaching and student teacher journals were used to add depth to the study and to triangulate the findings. Interviews were conducted in two phases. Observations were conducted as the student teachers taught five class sessions. The data were processed using the constant comparative method. A preliminary study of three secondary teachers was conducted to test the interview guides and add direction to the study.

The analysis of data resulted in the generation of the following working hypotheses:

1. Formal college training plays a more influential role in student teachers' methods of teaching than the student teachers realize.
2. Student teaching experience affects student teachers' attitude toward teaching.
3. Student teaching experience has a powerful impact on the development of student teachers as teachers and as individuals.

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The Effects of Student Teaching upon the Development of
Secondary Student Teachers in Thailand

by

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I dedicate this dissertation to my Lord Jesus Christ, to my parents, to other members of my family and to my husband.

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The Effects of Student Teaching upon the Development of Secondary Student Teachers in Thailand

CHAPTER I

INTRODUCTION

Teacher education programs in Thailand have undergone numerous changes since 1892 when the first teacher training school was founded to prepare elementary school teachers. In 1928, teachers' colleges offered programs leading to either elementary or secondary teacher certificates (Ministry of Education, Thailand, 1987). Secondary teacher education programs are based on a four-year model, culminating in a Bachelor of Education degree. Teacher training programs include four components, including: general education, specialized subjects, professional subjects, and teaching practice (Nitsaisook & Postlethwaite, 1986; Rust & Dalin, 1990; UNESCO, 1975).

The general education component is identical to that for any citizen who has received a higher education. General education provides prospective teachers with knowledge in both the physical and biological sciences, the social sciences, and the humanities, as well as enrichment courses for personal development. Within the teacher education program, the intention of these courses is to broaden the teachers' general education and experience. It is, therefore, interdisciplinary in nature. This

component is taught by faculty members in science and technology, the humanities and social sciences, and management science.

Specialized subjects constitute the second component of the teacher training curriculum. This component is related to the specialized study of subjects beyond levels taken for purposes of general education. The function of the specialization component of a teacher education program is to provide depth in one discipline, or breadth across a number of relevant disciplines (i.e., for secondary and special education teachers). It is assumed that secondary education teachers will require preparation in an academic specialty. Teachers who are trained to teach special subjects engage in specialized training. This component is team taught by education faculty members and faculty members from content disciplines.

The third component of the teacher training program consists of professional subject matter, which is the heart of the teacher education curriculum. It is in this program segment that generic teaching competencies are developed and, most generally, practiced. The function of the professional education component of the teacher education program is to provide prospective teachers with the generic teaching skills needed to teach content area specialties. This area includes courses which are specifically related to the profession of teaching, including theories of curricula and methods, and foundation courses in educational psychology, history, sociology, and philosophy.

The final component of the teacher training program is removed from the college classroom. This is the time spent in the school and classroom settings in which

the preservice teacher is planning to teach. On-site school experiences for the secondary level include two-week classroom observations during the first year of college, a two-week teacher-aide experience during the second year, and four brief teaching episodes as well as a four-week student-teaching experience during the third college year. The final field experience is student teaching, which is based upon the implicit assumption that the prospective teacher is ready and well-prepared to fulfill a range of professional responsibilities in a school. This final field experience takes place during the fourth year in college. For most teachers' colleges in Thailand, the duration of student teaching is between 6 to 16 weeks. This component of the teacher education program is directly supervised by faculty members from a teachers' college field experience center, faculty members from the content discipline, and by experienced cooperating teachers at the schools where prospective teachers engage in practice teaching.

Due to the rapid increase in the numbers of students in Thailand enrolling in secondary schools, the need to improve the quality of education in Thailand has been widely recognized in recent years (Postlethwaite, 1988). For example, Chantavanich and Fry (1988) asserted that while Thailand succeeded during the 1960s and 1970s in expanding educational opportunities for its youth, in subsequent years "Thailand will have to deal with the even more complex problem of quality" (p. 662).

In qualitative aspects, Thai teachers are being criticized for being inadequately prepared. Criticism extends from the first stage, teacher student recruitment, to the final stage of preparation, teaching practice. Recruitment measures employed by

teacher education institutions are ineffective; they are based mainly on entrance examination results, while interest and aptitude in the teaching profession receive less attention. Curricula for teacher training do not correspond to primary and secondary school curricula. For the most part, teaching practice emphasizes theory and is lecture-oriented rather than practice-oriented (UNESCO, 1990).

Meesing (1979) stated that Thai teachers have not been trained in accordance with curriculum expectations. Newly graduated teachers have shown no greater competence in the application of new teaching approaches than have older teachers. This is perhaps because typical student-teachers must enroll in only one course in teaching methods during the period they teach from 8 to 10 courses in their subject specialties. Moreover, most of the courses in teachers' colleges employ the lecture-learning technique almost exclusively. Thus, student-teachers do not have the opportunity to acquire patterns learned from good instructional models.

In addition, the quality of teacher education programs is largely dependent upon the quality of those who are employed to educate the teachers, the administrators, the technicians, and the clerical support staff. Most teacher educators are selected largely on the basis of their academic backgrounds, who may themselves have little practical experience in schools. As a result, many of their courses are overly theoretical in nature, and the credibility of the staff involved suffers because of inadequate teaching experience (UNESCO, 1990).

One potential means of solving this problem is to examine the evidence concerning the relative effectiveness of various educational programs, instructional stra-

tegies, teaching practices, and processes of teacher training. Unfortunately, there is a lack of such research evidence for these subject areas as concerns education in Thailand (Guthrie, 1989). Without such research evidence, educational quality is likely to remain an unsolved problem.

In the absence of such evidence, educators in Thailand seemingly have two choices. Some Thai educators rely on committees to make decisions concerning teacher education and educational programming (particularly in the development of curriculum, training processes, and learning materials). Typically, these decisions are “based on the experiences of the members of the committee and a particular psychological theory of learning” (Nitsaisook, 1987, p. 3). Other Thai educators have turned to western countries for guidance. Curriculum materials (including textbooks) and teaching practices developed on the basis of research conducted in western countries have been adapted for use in Thailand, most often without evidence of their validity or utility within their countries of origin. As Dunkin (1988) has observed: “Under these meager conditions of knowledge, there is a strong risk that the imported materials and practices are inferior to those which might be designed on the basis of locally derived research evidence” (p. 65).

Problem Statement

The present study is an examination of the student teaching experience from a qualitative perspective. The principal research question is: What are the methods of teaching which are used during student teaching experience and, from the point of

view of student teachers, what developments or changes occur as a result of student teaching? The study was focused on secondary student teachers of the Thai language in Thailand.

This study fits within the framework of research on teaching because it investigated both the methods of teaching which are used during student teaching experience and the developments or changes that occur as a result of student teaching.

The effects of such research on preservice teacher education in Thailand can become very important. It seems that the findings from this study will provide a better understanding about student teaching experience so that current preservice teacher education in Thailand could be developed.

Significance of the Study

According to Harris (1988), teacher education courses are theory based. Ideas, concepts, theories, and techniques are discussed outside of the context in which they will ultimately be employed. There will be many influences on the preservice teachers before they actually have the opportunity to employ what they have learned in the college classroom. Field experiences during the preservice component are an attempt to bridge the gap between theory and practice.

Discovering the methods of teaching which are used during student teaching experience and the developments or changes that occur as a result of student teaching for secondary student teachers in Thailand is important. Insight into what is valuable

for student teachers in Thailand may indicate which educational techniques and concepts should be offered to provide better articulation between the more theoretical preservice experiences and the realities of classroom teaching. The identification of influences and valuable techniques is a general area of concern for educators, including teaching strategies and techniques as well as the preparation process, and this type of knowledge should help strengthen the knowledge base in the area of teacher development and indicate implications for the training of preservice teachers in Thailand.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction to the Thai Educational System

Traditionally, education in Thailand has been highly centralized. Key educational decisions are made by the Ministry of Education in Bangkok, and the most prestigious schools, from elite kindergartens to the top universities, are located in the capital. The language of instruction in all schools is Thai. The academic year for elementary and secondary schools is 35 weeks long and runs from May through March of each year. Six years of primary education is compulsory and free to all children in Thailand. However, most Thais do not continue their education beyond the sixth grade. While the majority of Thais attend government-run schools, the growth of private educational institutions has been encouraged recently by the government because of the rising expense of public education (Bovornsiri, 1985).

In 1978, a new 6-3-3 structure of education, which replaced the older 4-3-3-2 system, was introduced. In the new system, six-year compulsory primary school is followed by a three-year lower secondary and a three-year upper secondary education. In addition, major curricular reforms were undertaken in an attempt to attribute a more practical bent to primary and secondary education, as well as emphasis upon traditional literacy, mathematics, and communication skills. The new system stresses

internal assessments based on day-to-day accomplishments with reduced emphasis upon end-of-year examinations. However, standardized tests are still utilized at certain junctures, notably for entrance into upper secondary schools and universities. The fact that the university entrance exams have remained theoretical in content has tended to undermine the intent of the curricular reforms imposed upon secondary education (Ministry of Education, 1987).

The reforms also called for the retraining of primary and secondary school teachers to implement the newer, more practical curricula developed for each educational level. Rather than reliance upon the more traditional teacher-centered methods, teachers were encouraged to develop new instructional materials and to utilize interactive instructional methods (Chantavanich & Fry, 1988).

Structure of the Thai Educational System

The major elements of the Thai formal educational system have been reviewed by Chantavanich and Fry (1988). Primary education is provided universally by the government. Primary education emphasizes literacy, numeracy, communication skills, and abilities relevant to future occupational roles. Major problems at this level are related primarily to quality and equality of education.

The aim of secondary education is to provide appropriate academic and vocational knowledge consistent with the learners' ages, needs, interests, skills, and aptitudes, ultimately to the end of benefitting both individual careers and society-at-large. To this end, both public and private secondary schools exist in Thailand. The

government has undertaken great efforts to promote secondary education and to guarantee equal educational opportunity for all Thais. At present, increased emphasis has been placed upon vocational training (Chantavanich & Fry, 1988).

In turn, higher education aims at the full development of human intellectual abilities, the advancement of knowledge and technology, and the provision of the high-level academic and professional personnel required to conduct planned national development (Chantavanich & Fry, 1988). In Thailand, admission to universities is determined by the Joint Higher Education Entrance Examination, which is highly competitive in nature. The examination, basically an achievement test, has tended to favor students from the upper socioeconomic backgrounds who have attended high quality secondary schools. Students who pass the examination may apply to one of six different faculties at various universities, and admissions are determined by the cut-off scores established individually for each faculty. Most students apply to both the highly competitive and the less competitive faculties, providing themselves with a fall-back position if they are not admitted to one of their first two or three choices. Those who fail the examination have the option of applying to a teacher training college or to one of the open universities.

Curriculum Development and Teaching Methodology

School curricula have been modified in accordance with the reformed school structure. Primary education offers an integrated curriculum comprised of four learning areas: basic skills, life experience, character development, and work edu-

cation. Since students from various parts of the country have varying background experiences, a national core curriculum base continues to allow for a certain flexibility and regional diversification (Chantavanich & Fry, 1988).

Secondary curriculum covers five broad fields: Thai language, science and mathematics, social studies, character development, and work education. There is a wide range of exploratory prevocational subjects available. The use of a credit system facilitates flexibility in the teaching-learning process. Methods of instruction are generally suggested in the syllabus, and teachers are encouraged to keep abreast of educational changes and new teaching methods. The ministry also sends out supervisors to work with teachers to help them improve instructional techniques. Some teachers, however, are still accustomed to the use of traditional methods of "chalk and talk" (Nitsaisook, 1987). In addition, many Thai teachers remain excessively dependent upon lectures and textbooks. They confine the instruction to the classroom and do little to encourage thinking or active involvement in learning (McNabb, 1988).

Teacher Education in Thailand

The quality of a nation depends upon the quality of its citizens. The quality of its citizens depends—not exclusively but in a critical measure upon the quality of their education. The quality of their education depends more than upon any factors, upon the quality of their teachers. The quality of the teachers depends largely upon the quality of their own education, both that portion which precedes and which comes after their entrance into the profession. It follows that the purpose and effectiveness of teacher education must be matters of profound concern (Commission on Teacher Education, 1944).

Teacher education is important not only because it affects the quality of a nation's citizens and hence the quality of a nation per se, but also because it helps with the shaping of the future of the nation. Teachers play a key role in building up the knowledge and skills as well as values and thought patterns of new generations for whom today's future will be the present. In Thailand, a variety of experiences, including lectures, tutorials, directed reading and library research, guided discussions, video and audio tapes, simulation exercises, surveys and interviews are provided to develop these competencies, skills and strategies.

Teacher education in Thailand is a tertiary level. There are a total of 96 teacher training institutions in Thailand, including 76 under the jurisdiction of the Ministry of Education (36 teachers colleges and 40 other colleges) and 20 university-level institutions supervised by the Office of University Affairs. Over 60% of current Thai teachers received their education from one of the 36 teacher training colleges located throughout the country. In Thailand, teachers at all levels are civil servants, which means that while their jobs are relatively low-paying, they have a high degree of job security. Teachers are members of the Teacher Civil Service Commission, which has responsibility for legislative affairs, welfare promotion, and disciplinary action for teachers throughout the country (Chantavanich & Fry, 1981).

In recent years three education degrees have been offered at teacher training institutions: the Certificate of Education (two years of study following lower secondary education), the Higher Certificate of Education (two years of post-secondary study) and the Bachelor of Education Degree (four years of post-secondary study).

The Certificate of Education graduates teach kindergarten and primary schools; the Higher Certificate graduates teach lower secondary and primary schools; and the Bachelor of Education degree holders teach the last three years of secondary schools and primary schools. Programs leading to a Master's Degree in Education are available at several state universities; doctoral programs in education are offered at Chulalongkorn University and Sri Nakharinwirot University (Bovonsiri, 1985).

In recent years, the Thai government has moved to expand education training opportunities and to upgrade the training processes. Before 1970, Bachelor of Education degrees were offered only by the six faculties of education at the state university (McNabb, 1988). In 1974, 17 of the teachers' colleges were upgraded to degree-granting status. Currently, enrollments of students seeking the lowest education degree, the Certificate of Education, are being reduced, while enrollments in programs for the higher two teacher training degrees are being increased (Champatong, 1987).

A variety of teacher education programs in Thailand, all of which are directed by the state, offer both preservice and inservice education courses for teachers. Early childhood, primary, secondary, and vocational and technical teacher education are generally available. Teacher education aims at producing teachers who are able to motivate students to seek knowledge and to discover the multifaceted aspects of their individual potentials. Teachers are to be trained to become respectful individuals who show tolerance and understanding to their students. Their personalities and

characters should be in harmony with Thai culture and due respect must be shown to the constitutional monarchy (Bovornsiri, 1985).

Participants in Teacher Education

Compared to government universities, private colleges, and occupational institutions, the students in teacher training institutions frequently come from lower socioeconomic backgrounds. This suggests that the teacher training institutions were more open in providing access to all, regardless of socioeconomic background. Teacher training colleges provide greater opportunity for higher education than government universities for students from agricultural families, and are spread evenly throughout the country to provide wide opportunities to students (Bovornsiri, 1985).

Since teaching is intimately tied to the economic development and culture of the society, the content of teacher education programs must be responsive to the needs and the expectations of society. Teacher education in Thailand has a significant social development function which goes beyond the simple transmission of knowledge. For example, Thailand requires that teacher education programs in the teachers' colleges have a common general education component, emphasizing the new thrust of humanism, nationalism, and social responsibility (Champatong, 1987). It has also been proposed that the style of teaching in preservice courses be altered to ensure that future teachers will be innovative thinkers and be able to make use of the creative imagination in dealing with the challenges of education from society (Asia Pacific Programme of Educational Innovations for Development [APPEID], 1987).

Teacher education in Thailand has been modifying its content and adapting its methods for a number of years. For instance, the four-year program in 36 teachers' colleges requires 146 credit hours based upon the following components: 38 credit hours in general courses in languages, social sciences, mathematics, business education, and general educational technology; 42 credit hours in education courses in educational technology, testing and measurement, elementary education, methods of teaching, and clinical adaptations and practices; 60 credit hours in majors and minors; and 6 credit hours in electives (UNESCO, 1990).

Selection Criteria for Admission

In the procedures and criteria used to select suitable applicants for entry to teacher education programs, the following systems are used (Department of Teacher Training, 1980; UNESCO, 1990):

- The successful completion of the minimum required period of schooling which is usually associated with some type of certification, such as a high school certification or matriculation certificate;
- Selection-based interviews with prospective teacher candidates to identify those who possess attitudes and values regarded as appropriate for quality teaching—these applicants are interviewed by a team of school teachers and lecturers from appropriate training institutions; and
- Establishment of an entrance examination to identify students who have a good level of academic ability. There are three parts of this examination;

they cover knowledge in the subject a student plans to teach, attitudes toward the teaching profession, and level of general knowledge.

It has become evident that the most academically competent high school students do not choose to study to become teachers. In 1986, as a way to attract more of this type of students, the Office of the National Primary Education Commission, the Department of Teacher Education, and faculties of education at various universities jointly developed the Future Teacher Project. High school graduates selected to participate in the project receive financial assistance during their college years and upon completion are placed in primary or secondary schools (UNESCO, 1990).

Secondary Teachers of Thai Language in Thailand

To change the basic method of Thai education to knowledge through understanding in place of traditional methods of rote learning and memorization, significant curricular reform has taken place over the last decade. Secondary curriculum is divided into five semi-integrated areas: Thai language, science and mathematics, social studies, character development, and work education. Within the Thai language group, literature, the history of Thai literature, grammar, and language usage are taught as an integrated subject. Thai language curricula emphasize the development of students' listening, speaking, reading, writing, and thinking skills. Subsequently, teachers of Thai language are responsible for helping students develop the above skills.

In defining the roles of secondary teachers of the Thai language, three categories are recognized: knowledge, pedagogy, and attitudes (Ministry of Education, 1987).

Knowledge: Teachers of Thai language need to know the following:

- 1) How students develop in understanding and using language.
- 2) How speaking, listening, writing, reading, and thinking are interrelated.
- 3) Major developments in Thai language history.
- 4) Major grammatical theories of Thai language.
- 5) How students respond to their reading and how they interpret it.
- 6) Literature as a source for exploring and interpreting the experience of the people in the past - achievement, frustrations, foibles, values, and conflicts.
- 7) How to evaluate, select, and use an array of instructional materials and equipment that can help students perform instructional tasks, as well as understand and respond to what they are studying.
- 8) Evaluate techniques for describing students' progress in Thai language.

Pedagogy: Teachers of Thai language must be able to do the following:

- 1) Select, design, and organize objectives, strategies, and materials for teaching Thai language.

- 2) Organize students for effective whole-class, small-group, and individual work in Thai language.
- 3) Use a variety of effective instructional strategies appropriate to individual learning styles.
- 4) Employ a variety of stimulating instructional strategies that aid students in their development of speaking, listening, reading, and writing abilities.
- 5) Employ new methods and approaches in classrooms to encourage thinking and active involvement in learning.
- 6) Ask questions at varying levels of abstraction that elicit personal responses, as well as facts and inferences.
- 7) Respond constructively and promptly to students' work.
- 8) Assess students progress and interpret it to students, parents, and administrators.
- 9) Help students develop the ability to recognize and use oral and written language appropriate in different social settings.
- 10) Guide students in experiencing and improving their processing of speaking, listening, and writing for satisfying their personal, social, and academic needs intentions.
- 11) Guide students in developing an appreciation for history, structure, and quality of the Thai language.
- 12) Guide students in experiencing and improving their processes of reading for personal growth, information, understanding, and enjoyment.

- 13) Guide students toward enjoyment, aesthetic appreciation, and critical understanding of literary types, styles, themes, and history.
- 14) Help students use oral and written language to improve their learning.
- 15) Make instruction relevant to the learner's own life and experience.

Attitudes: Teachers of Thai language need to develop the following attitudes:

- 1) Recognition that all students are worthy of a teachers' sympathetic attention in the Thai language classroom.
- 2) Desire to use the Thai language curriculum for helping students recognize the importance of Thai language as a communication tool of the people in the country and as a means to create the unity of the country.
- 3) The conviction that teachers help students grow by encouraging creative and responsible uses of language.
- 4) A willingness to respond critically to all the different media of communication and a willingness to encourage students to respond critically.
- 5) A commitment to continue professional growth in the teaching of Thai language.
- 6) Pride in the teaching of Thai language and a willingness to take information stands on current issues of professional concern.
- 7) Sensitivity to the impact that events and developments in the world outside the school may have on teachers, their colleagues, their students, and the Thai language curriculum.

CHAPTER III

RESEARCH DESIGN AND METHODOLOGY

Introduction

The purpose of this investigation was to describe the methods of teaching which were used during student teaching experience and the developments or changes that occurred as a result of student teaching for secondary Thai language student teachers in Thailand. The study was focused on the student teaching experiences of one group of three Thai language student teachers who were placed in a secondary school for their eight-week student teaching experience.

The study adhered to the Denzen (1978) “logic of triangulation,” which says that “multiple methods should be used in every investigation” (p. 292). Several methods of data collection were utilized during the student teaching experience: in-depth interviews, participant-observations of the student teaching seminars; non-participant observations of student teachers' classrooms during student teaching; and written artifacts, such as student teacher journals and interviews with cooperating teachers and college supervisors. Data were analyzed and reported in the form of case studies of student teachers.

From July to September of 1992, the researcher observed and interviewed a group of three Thai language student teachers who were each assigned to secondary classrooms in suburban areas in Chiangmai, Thailand. During the eight-week student teaching assignment, the group met together twice for a seminar which was limited to a secondary school setting. A preliminary study of three experienced teachers who taught Thai language in secondary schools was conducted to test the interview schedule and to add direction to the study.

Qualitative Research Method

A qualitative methodology was selected for this study in the hope that the investigative approach to the problem might provide clues to answering the questions about the nature and structure of the student teaching experience. Heretofore, most educational research has been based on various models which have been called “quantitative,” “positivistic,” or “traditional” (Borg & Gall, 1989), but this study has been based on a different paradigm or theory of research. Rather than testing hypotheses, “qualitative” (Goetz & LeCompte, 1984), “naturalistic” (Lincoln & Guba, 1985), or “interpretive” (Erickson, 1986) research seeks answers to questions which are generated from the research problem. This mode of inquiry looks for answers to questions such as what is happening here? And what do these phenomena mean to the people involved? Perl (1985) described why she was drawn to qualitative or naturalistic research, providing a useful clarification of this research paradigm:

In its attempt to understand human development, [ethnography] is not deductive and it recognizes that the only instrument sensitive

enough to understand the complexities and varieties of human experience is a human being. What ethnographers do then is to immerse themselves in the culture they are studying. They take notes, interview people, observe, reflect question, analyze and attempt to come to an understanding of how the culture they are studying operates (pp. 3, 64).

The theory of qualitative methods has been identified with various alternative approaches, including ethnographic, ecological, case study, participant observational, or phenomenological methodologies. Erickson (1986) collapsed all of these and other similar categories into one general category: interpretive research. According to Erickson, interpretive research involves the following:

- Intensive, long-term participation in a field setting;
- Careful recording of what happens in the setting by writing field notes and collecting other kinds of documentary evidence;
- Subsequent analytic reflection on the documentary record obtained in the field; and
- Reporting by means of detailed description, using narrative vignettes and direct quotes from interviews, as well as by more general description (p. 121).

Erickson (1986) suggested that the best interpretive researchers identify several issues of research interest before they begin their studies. Therefore, a central concern for the researchers should be initial questions for the study, questions which provide focus and direction. The development of initial questions shapes the inquiry even though the direction of the study may be altered once the data collection and interpretation have begun. Erickson argues that the interpretive researcher's questions

are “fundamentally different” from questions posed by those who conduct more traditional teaching research (p. 127). Erickson stated that interpretive methods are appropriate when the researcher needs to know more about: a) the specific structure of occurrences rather than their general character and overall distribution; b) the meaning–perspectives of the particular actors in the particular events; c) the location of naturally occurring points of contrast that can be observed as natural experiments when we are unable logistically or ethically to meet experimental conditions of consistency of intervention and of control over other influences on the setting; and d) the identification of specific casual linkages that were not identified by experimental methods, and the development of new theories about causes and other influences on the patterns that are identified in survey data or experiments (p.121).

According to Patton (1990), qualitative inquiry is highly appropriate in studying process because “depicting process requires detailed description; the experience of process typically varies for different people; process is fluid and dynamic; and participants’ perceptions are a key process consideration” (p. 42). The questions which prompted this study and the design of the study fit this interpretive or qualitative mode of research since the objective was to seek information on student teachers’ personal approaches and orientations to teaching, including the developments or changes that occurred as a result of student teaching. This study also focused on the effects of student teaching upon the developments of these individuals. Through an analysis of interview transcripts and observational field notes, the researcher sought to

identify some of the sources and methods of personal orientations and developments or changes.

The methods of teaching and the developments or changes that occur during the student teaching period are continuous, involving the interaction of many factors, not the least of which are many unobservable processes such as teachers' attitudes. An experimental design would not allow the researcher to discover situations that develop student teachers' attitudes toward teaching and the development of knowledge in teaching one subject matter to others. As Shulman (1986) has observed: "The content and purposes for which it is taught are at the very heart of the teaching-learning process" (p. 8). Thus, this study selected the qualitative method as an attempt to uncover the student teachers' approaches and attitudes toward teaching in the attempt to determine the changes that may have occurred as a result of teaching.

The Human Instrument

The researcher is the primary instrument for collecting data. As a consequence, the researcher's perspectives and insights are highly valued because they aid in making sense of the data. Tacit knowledge is considered a legitimate form of knowledge and one that the researcher should utilize fully in the process of developing propositional knowledge. According to Lincoln and Guba (1985): "It is essential that the human instrument be permitted to use his or her tacit knowledge at full strength and in a most explicit fashion. Anything else simply dulls the instrument and reduces the values of the inquiry" (p.198).

Since tacit knowledge is the result of one's experiences, it is important to understand the experiential background of the researcher in a study of this nature in order to identify actual or potential bias. For this study, I have 12 years experience as a teacher at different levels, including elementary, secondary, and college instruction. This experience has included both pre-service and in-service teacher instruction at Chiangmai Teachers' College, instruction of adults seeking a secondary education certificate at the Adult Education School, and elementary students at the YMCA during evening sessions. During these years of teaching, I was identified as a competent, respected, and autonomous professional by parents, students, colleagues, and administrators. This was evidenced by support in terms of instructional materials, resources, and opportunities for professional growth.

After six years of experience with people in all ages in diverse settings, I entered graduate school in Bangkok, the capital city of Thailand. I learned to adjust to a new setting and a new role. I realized that changing my role from a teacher to a student was very difficult. However, the experience in graduate school fostered my professional growth and shaped my perspectives. For completion of a master's degree in Adult and Continuing Education, I completed a thesis, The Effects of Functional Literacy Program for the Hill Tribes upon the Social Behavior Development of the HMONG in Thailand. Since this was a qualitative study, I spent a lot of time in the villages in the mountains to collect data. I interviewed the study subjects and observed their behavior and the events that occurred in the villages.

In addition, I was offered a position as a student-teacher supervisor, and accepted this position while completing my thesis. This position allowed me to supervise student teachers in both elementary and secondary schools. After serving as a student-teacher supervisor for three years, I was assigned to teach courses in non-formal education (adult education), education and community development, and education and society. I was also involved in rural development programs. In these programs, I supervised groups of people, encouraging them to learn how to read and write and training them to be leaders in their communities. As a result of these experiences, I found it easy to establish a friendly, trusting relationship with the three student teachers used for the present study from the beginning of this research undertaking, and was able to empathize with them as they shared their experiences as student teachers at the secondary schools.

With my expertise and experience, I am interested in continuing research in the area of student teaching and the effects it has upon student teachers as a result of student teaching. I was a student teacher supervisor and my previous experience with student teachers in the classroom and outside of the classroom brought into question how student teachers learned to teach during their student teaching and whether or not there were changes in outlook following the field experience. The three student teachers examined for this study willingly and unselfishly enabled me to examine their methods of teaching during student teaching experience and the effects of student teaching through their practice of student teaching, thus facilitating my understanding in this area. For that, I am deeply indebted.

My background and experience have been involved with developmental programs, student teacher supervision, and teaching. Furthermore, my interests have been directed at developmental issues due to my experience in teaching and training. I believe that after being educated or trained (in student teaching), students develop a new perspective or outlook on the teaching profession. Another researcher with different perceptions and background might approach this study differently. However, this is not considered a drawback in the application of the qualitative method; rather, it is considered a useful resource because multiple perspectives lead to a richer and deeper understanding of the phenomena under investigation.

Establishing Credibility

To ensure credibility in the conduct of this study, the researcher was careful to clearly identify her role and status in the group of the student teachers who participated in the study. The researcher attempted to provide a careful description of the types of people who served as informants (Patton, 1990).

Lincoln and Guba (1985) discussed strategies for increasing the likelihood that a study would yield credible findings and interpretations; some of the strategies include prolonged engagement, triangulation, and member checking. The period of time which the researcher was engaged with the study subjects was approximately eight weeks, from the end of July to the end of September, 1992. The prolonged engagement helped to build trust between the researcher and the study subjects.

According to Lincoln and Guba, "building trust is a time-consuming process . . . , prolonged engagement is a must if adequate trust and rapport are to emerge" (p. 303).

The researcher attempted to develop personal relationships with the study subjects in order to enhance the data collection process. The researcher believes that the study subjects were genuinely open with the researcher, and because the researcher has "sufficient residence in the field" (Wolcott, 1973), the artificiality or incompleteness of their responses was greatly reduced.

Triangulation was achieved by using different modes for collecting the data, including observations, interviews, and collection of written artifacts. The student teachers in this study were observed five times and interviewed twice. In addition, other sources of data, such as two seminars, and conversation with cooperating teachers and the college supervisor, were included as well. Field notes of observations and the interviews themselves were enhanced by audiotape recordings. Concrete, verbatim transcriptions were used in order to retain the actual language of the study subjects and other informants.

Formal and informal checks (Lincoln & Guba, 1985) were used during the interviews and following the observations. The conversations between the researcher and the study subjects enabled the researcher to check her observations. In particular, member checking through the follow-up or phase two interview encouraged the study subjects to help the researcher correct errors, add additional information, make adjustments and challenge the researcher's tentative interpretation in order to report

accurate information concerning methods of teaching and the development or growth of the student teachers in this study.

Preliminary Study

Before beginning phase one of interviews, a preliminary study was conducted to determine the usefulness of the interview guides, to point to possible revisions of the questions, to provide direction for the study, and to give the researcher some practice with the techniques. Three experienced teachers who taught Thai language courses in three secondary schools in urban areas were selected to participate in the preliminary study. Each of them was asked to take part in the study because of their expertise as teachers and their ability to reflect upon their teaching. This criterion was considered critical for carrying out the purpose of the preliminary study. These three teachers were interviewed at their schools. The interviews were conducted on July 24, 1992. Each interview lasted approximately two hours. The interviews were audiotaped and transcribed verbatim. As a result of the preliminary study, slight modifications were made in the interview guides in order to elicit the desired information.

Interviews

Data collection occurred through the use of two phases of open-ended interview guides. In-depth interviews for the preliminary study, phase one, and phase two were conducted using open-ended interview guides to uncover the student

teachers' personal perspectives on a number of issues, including their perspectives of the interaction of their knowledge of subject matter and their pedagogy, and their attitudes towards teaching. Taylor and Bogdan (1984) defined in-depth interviews as: "repeated face-to-face encounters between the researcher and informants directed toward understanding informants' perspectives on their lives, experiences, or situations as expressed in their own words" (p.77).

According to Patton (1980), the purpose of an interview is to determine the perspectives of the person being interviewed. Patton further argues,

We can't observe how people have organized their world and the meanings they attach to what goes on in the world, we have to ask people questions about those things. The purpose of interviewing then, is to allow us to enter into the other person's perspective. The assumption is that perspective is meaningful, knowable, and capable of being made explicit. (p. 161)

Each participant in the study was interviewed twice during the student teaching assignment. These interviews were audiotaped and transcribed verbatim. The purpose in designing the interviews was to elicit as much information as possible concerning the student teachers' attitudes and developing approaches and knowledge about the teaching. The interviews were taken place in three stages beginning with a preliminary study followed by phase one prior to student teaching and then phase two following student teaching. The interviews covered the following topics:

1. Planning and preparation: structure and spontaneity.
2. Application of methodology.
3. Transferring of outside experiences.
4. Teaching subject matter.

5. Attitude toward teaching.

The open-ended interviews were developed in order to organize the interview sessions and to elicit as much information as possible from the informants. In preparing questions for each interview, various types which fit into Patton's (1980) six kinds of interview questions were applied: experience/behavior questions, opinion/value questions, feeling questions, knowledge questions, and background/demographic questions.

The researcher attended the session when all secondary Thai language student teachers met together with the college supervisors for an orientation and information session. At the end of the orientation session, the researcher introduced herself and explained the study to the student teachers as well as the plan for data collection. The student teachers were told that this research was the starting point in the area of student teaching in Thailand. It was designed to look at the effects of student teaching upon the development of secondary Thai language student teachers from a qualitative point of view. The researcher invited them to participate in the study as well as providing them with some information on the research proposal. The researcher developed a degree of rapport which led to the development of high degree of trust between the researcher and the student teachers. This degree of trust manifested itself in the freedom with which the student teachers discussed matters that have profound effects on them personally, potentially, and professionally (Erickson, 1986).

a) Interview One. The researcher conducted Interview One to elicit information on the student teachers' attitudes toward teaching and their preparation for teach-

ing. Interview One took place near the beginning of student teaching quarter. The taped interviews served as an important source of data in this study.

b). Interview Two. The researcher conducted Interview Two to elicit information on the student teachers' experiences in the classroom, experiences with students, approaches to subject matter, and the student teachers' attitudes toward teaching after their student teaching experience. Certain questions from the first interview were rephrased in order to obtain information which revealed any developments or changes which occurred as a result of student teaching for student teachers.

Interview Two was the second phase of interviews, which consisted of follow-up interviews. The purpose of the follow-up interviews was to discuss any modifications suggested by the student teachers in the study, clarify any uncertainties on the part of the researcher, and discuss tentative conclusions. Follow-up interviews are recommended by Patton (1990) as a means of clarifying any aspects of the transcriptions that appear unclear and communicating to the participants that their responses are taken seriously. Miles and Huberman (1984) maintain that subsequent interviews are needed for testing tentative conclusions. Lincoln and Guba (1985) suggested that the use of "member checks," which involves returning to the original source of data to check for accuracy, lends credibility to the study. The follow-up interviews served as member checks, thus adding credibility to this study by inviting the student teachers in the study to read, correct, and alter the data.

Prior to each follow-up interview, the researcher read the transcriptions carefully and noted any uncertainties that needed to be discussed. The researcher

gave the student teachers in the study a copy of their transcribed phase one interview to read at the beginning of the follow-up interview. They were asked to check their transcription for accuracy and record any new insights or questions that emerged as they were reading so that they could be discussed during the interview. The interview that followed was conducted in an informal, conversational manner. These interviews were audiotaped and transcribed. These follow-up interviews were conducted during the third week of September, 1992.

Observations

Another form of data collection that the researcher used was field observations, both non-participant and participant observations. According to Erickson (1986), observational studies are optimally used when answering the following questions:

1. What is happening, specifically, in social actions that take place in this particular setting?
2. What do these actions mean to the actors involved in them, at the moment the action took place?
3. How are the happenings organized in patterns of social organization and learned cultural principles for the conduct of everyday life, in other words, are people in the immediate setting consistently present to each other as environments for one another's meaningful actions?
4. How is what is happening in this setting as a whole---
--related to happenings at other system levels outside
and inside the setting?

5. How do the ways everyday life in this setting is organized compare with other ways of organizing social life in a wide range of settings in other places and other times? (p. 121)

These questions reflect quite accurately the areas that needed to be addressed in beginning to understand the student teaching experience. Patton (1990) described some of the unique qualities of participant observation:

Experiencing the program as an insider is what necessitates the participant part of participant observation. At the same time, however, there is clearly an observer side to this process. The challenge is to combine participation and observation so as to become capable of understanding the program as an insider while describing the program for outsiders (p. 128).

Based on Bogdan and Taylor (1984), participant observation is "research characterized by a prolonged period of intense social interaction between the researcher and the study subjects, in the milieu of the latter, during which data, in the form of field notes, are systematically and unobtrusively collected" (p. 3). Biddle and Anderson (1986) describe participant observation as follows:

Participant observation is a technique in which the investigator enters the social world of those studied, observes, and tries to find out what it is like to be a member of that world. Detailed notes are taken concerning the events witnessed, and eventually these are organized and codified so that the investigator discovers the patterns of events that have appeared in that world (p. 237).

A participant observational format allowed freedom of interaction between those being studied and the researcher. According to Biddle and Anderson (1986),

Three advantages are frequently cited for ethnographic methods. They do not require prior conceptualization but instead allow the discovery of truly applicable theory; they enable the investigator to understand events as they are conceived by participants; and they offer opportunity for investigations of controversial topics in depth, over a longer period of time than is generally possible with confirmatory methods (p. 237).

For the present study, each of the subjects interviewed was also observed while teaching. The researcher also observed the whole period of each of the large group seminar days and the whole period of small, content specific groups for discussion. The researcher served as the facilitator for the small group meetings. All of the small group discussions were audiotaped and later transcribed. The researcher recorded interactions in the form of field notes.

The researcher observed three student teachers teach during five class periods each. The researcher also observed the activities involved in the student teaching in the classroom by taking detailed notes and later transcribing. The notes included a description of the setting, the actions and interactions recorded by means of picture slides with the students, and the act of teaching. The transcriptions were added to the data set for later analysis.

Sample

The study sample in this study consisted of three student teachers enrolled in professional student teaching assignments from July to September 1992. They were chosen with the help of the Chiangmai Teachers' College supervisor from the pool of student teachers of Thai language placed at secondary schools in suburban areas in Chiangmai Province, Thailand. The study subjects were introduced to the researcher by the college supervisor during the orientation session, and the contact was made by the researcher. They were invited to participate, and each one expressed a willingness to take part. They seemed intrigued with the notion of being part of a study and

having someone who previously had experience in the field listen seriously to their views about teaching. Serious attention was given to establishing rapport and credibility with the student teachers in order to minimize the power relationship that inevitably exists between the researcher and the student teachers and thus facilitate meaningful communication. The researcher sometimes shared personal experiences with the student teachers during the course of interviews. The relationship between the student teachers and the researcher was such that they could talk about their success, failures, and/or frustrations without fear of criticism or retribution since at the time of this study, the researcher had no direct contact with their program of studies. Because their participation in this study enabled them to explore their feelings and a variety of topics. The directors of two secondary schools where the study subjects were placed were given a letter from the researcher describing the study and their role in the data collection, as well as a tentative time frame in which the study was to have taken place.

The researcher had supervised student teachers in both schools previously and many of the teachers in both schools were the former students of the researcher. Thus, the researcher was familiar with many of the staff, the layout of the school, the schedule, and the curriculum. In addition, the three student teachers were assigned to the same college supervisor who agreed to participate in the study and allow the researcher to attend the seminar meetings and observe the student teachers teach in the classroom setting. The student teachers and their cooperating teachers consented to participate in this study. They were also assured of the confidentiality of their

participation. Pseudonyms for people, places, and things were used consistently throughout the study.

The researcher made a conscious attempt not to evaluate the three student teachers: lesson plans and instruction or their performance in the classroom even when specifically asked to do so. For example, the college supervisor would sometimes ask the researcher with a question such as "what do you think about the student teachers' performance in the classroom?" In such instances, the researcher would parrot the question back to the college supervisor and wait for her to respond. The researcher would also reassure the three student teachers that she was not evaluating their performance, but would observe carefully in an attempt to better understand their practice of student teaching.

Selection of the Sample

Chiangmai Teachers' College offers a bachelor's degree in education in many academic areas. Students working toward a bachelor's degree in education in any academic areas will be certified to teach a specific academic area of their concentration in secondary schools. The exception to this is a bachelor's degree in early childhood education and elementary education which will be certified to teach in kindergartens or pre-schools and elementary schools respectively. Therefore, students working toward a bachelor's degree in education are usually placed in secondary schools in order to prepare them to be secondary school teachers once they graduate from the college.

Before the student teaching assignment, students completed three field experiences in secondary schools. During their first year in the teachers' college, students spent seven hours per day in secondary schools for two weeks (or 70 hours). Their duties and responsibilities for the two week period included studying and observing the work system, school administration, school mission, demographic information, classroom instructions and job descriptions of the teachers. During their second year, they were assigned to take responsibility as a teacher aid. Students spent seven hours per day for two weeks (or 70 hours) helping the teachers in the schools in which they were placed to prepare instructional materials, take care of the bulletin and information boards in the classrooms, correct students' assignments, facilitate group activities while the teachers were teaching, and work one-on-one with students. In the junior year, students took responsibility for 4 weeks (or 170 hours) of actual teaching experience. Depth and quality of the experience varied depending on the schools, the classroom teachers, the college supervisors, and the students. All these placements took place in the same school.

The final placement was a student teaching assignment. This placement took place in a different school from the previous placements. Student teachers were assigned to teach secondary school classes for eight weeks. During this placement, all three student teachers in the study were responsible for teaching between two and three classes of eight graders Thai language. The numbers of hours of instruction per week ranged between ten and twelve. The student teachers had to be in the school from Monday through Friday, from 7:30 a.m. to 4:30 p.m.

Placements for the student teachers were arranged and finalized during the previous academic year. Formal letters introducing the student teachers to the school were made through the School of Education's Field Experience Office, Chiangmai Teachers' College. Before final placement, students were allowed to sign up for the school in which they wanted to be placed, but this did not assure that they would always be placed in the school they had signed up for. The final decision for placements was made by the School of Education's Field Experience Office. Basically, the decision depended on the number of the student teachers in each major field, the number of the cooperating teachers available in each school, and the extent of responsibility that the school could assume.

To prepare student teachers for their student teaching assignment, one month before student teaching, the college supervisors made arrangement to have all student teachers meet together to prepare the lesson plans for the units they were to teach throughout the course of their student teaching. Before the student teachers started working on their lesson plans, they went to the school in which they were placed to introduce themselves to the school administrators and their cooperating teachers and to get information concerning the grade level, the subjects, and the units they were to teach, including the curriculum and the objectives of the curriculum to be emphasized. After getting all the information they needed, they met as a whole class with the college supervisors to receive some guidance about how to design and implement their lesson plans. The class divided into two groups. One group was for the student teachers who were assigned to teach grade 7, and the other was for the student

teachers who were assigned to teach grade 8 Thai language classes. Each group then, divided into small groups of three. Each small group was assigned to write three lesson plans for three units. Once the student teachers completed their lesson plans, they submitted them to their college supervisors to get some feedback. After that they made copies of their lesson plans for everybody in the class; then they met with the college supervisors as a whole class again to clarify and confirm their understanding about the teaching /learning process and activities they designed and implemented on their lesson plans.

Both secondary schools where the student teachers in this study were placed were public schools located in a suburban area far apart. One was located in the north portion of Chiangmai province, and the other was located in the northeast portion of the same province. Both schools were about the same size with approximately 1,400 students. The faculty and staff of each school included 90 teachers, 2 librarians, 2 guidance counselors, 4 assistant directors, and one director. The schools were structured and the curriculum was carefully prescribed by the Ministry of Education. The curriculum was organized around academic disciplines or content areas. Classes in all secondary schools are "content-oriented with a standardized curriculum." Every school uses the same textbooks.

Teachers were required to be at the schools from 7:45 a.m. to 4:30 p.m. Classes began at 8:30 a.m. and ended at 4:00 p.m. The teachers had to participate in before-class activities provided for students from 7:45 a.m. to 8:20 a.m. every morning. The school day was divided into seven 50-minute periods with a five-

minute break between each period to enable the teachers to change classes. Each teacher was responsible for teaching a particular subject to several different classes. Each teacher in the secondary schools typically taught approximately between 20 and 25 periods a week.

Background of the Study Sample

Nida is in her early twenties. She grew up in rural Prae province, the northern part of Thailand. She received her elementary education from a school district near her home. After spending six years in an elementary school, Nida attended a public secondary school in the same town for three years. Although she was selected to continue her study in one of the provincial high schools in the city, she decided to attend a high school near her home instead.

After graduating from high school, Nida did not take the Joint Higher Education Entrance Examination. She directly took the entrance examination to Chiangmai Teachers' College. Nida reported that she intended to study at Chiangmai Teachers' College because her parents expected to see her become a teacher, and she had also planned to be a teacher for a long time. She said, "When I was in the secondary school, I always thought about becoming a teacher. If I studied teacher education, I would have the great opportunity to learn how to teach."

Nida decided to become a teacher because of the encouragement from her family and her own expectation that she would enjoy working with children. She brings to teaching an enormous amount of patience and compassion. She is willing

to take extra time to answer students' questions because she values their participation and wants to help further their understanding. Highly perceptive, she has the ability to sense when a student needs extra attention.

Nida was assigned as a student teacher of eighth grade Thai language at a suburban secondary school of approximately 1,400 students in Chiangmai province. The mix of students ranges from middle class to very low economic levels. Nida was placed with one cooperating teacher. She taught 12 periods of Thai language to three different classes with Mr. N as a cooperating teacher. Mr. N, who was in his early thirties, has taught Thai language in the secondary school for eight years. Mr. N had previously had a student teacher and was not hesitant to work with another student teacher.

Wanna is a student who grew up in rural Chiangmai province, the northern part of Thailand. She started her kindergarten and continued on to elementary education in a school district near her home. Her secondary education in a public school was located about 30 kilometers from home. After graduating from high school, Wanna didn't plan to attend college. Wanna said that she expected to stay home, "because I come from a poor family. I know that my parents could not support me in higher education. Therefore, my expectation was stay home and help my parents whatever I could." Unexpectedly, Wanna had the opportunity to pursue her degree in Thai language education after she graduated from high school. "I was selected by my high school teachers to take the quota exam to study at Chiangmai Teachers' College." Wanna reported that she wanted to give herself a chance, so she decided to

take the exam. When the results came out, she learned that she passed her quota exam. "I got admitted to Chiangmai Teachers' College, and my parents encouraged me to study teacher education." When Wanna started her freshman year at Chiangmai Teachers' College, she had not set goals for her future career, and she had never planned to be a teacher. Wanna mentioned, "I went to the college to serve my parents' needs. Going to college was part of my duty. During my first year, I was kind of blank. I was not enthusiastic about learning. I was not worried about the grades. I didn't even know about the grading system." Her academic advisor is "the biggest influence" in her change who made her become interested in becoming a teacher.

Wanna, in her early twenties, is very gregarious. She thoroughly enjoyed her eighth graders and they seemed to have felt the same about her. She joined her students' after-school activities, such as the debate club and the sports and recreation club regularly. She has a marvelous sense of humor and was rarely without a smile. She understood the importance of being a good listener. Her students found her to be someone they could talk to with ease. She made a point of taking the time to explain the subject matter and the assignment well, even if it meant going over it repeatedly.

Wanna was assigned to a suburban school in Chiangmai province. It served a student body of 1,400 drawn from middle to low socio-economic levels. She was placed with Mrs. W, a cooperating teacher, who is in her early thirties. Mrs. W has been teaching Thai language in the secondary school for ten years. Although Wanna's cooperating teacher was happy to have a student teacher, she was worried

about her ability to supervise her. She was hesitant about being a cooperating teacher because she lacked experience. However, she said she would be willing to try the first student teacher.

Rarin, the third student teacher in the study, grew up in a small village in rural Nan Province, the northern part of Thailand. She attended a public elementary school in her home village. Her secondary education was in a school district near her home. After graduating from high school, she did not take the Joint Higher Education Entrance Examination, because she realized that the competition was high and she did not prepare herself well enough for the exam. She said "I was only an average student, and I was not quite prepared. I don't think I could make it." However, Rarin wanted to continue her education. Her goal was to pursue a degree. With encouragement from her mother and her aunt who wanted her to be a teacher as well as her own desire to continue her education, she decided to attend Chiangmai Teachers' College. Rarin stated "I was surrounded by most of my relatives who were teachers who made me think it's good to be a teacher."

Rarin, in her early twenties, is highly competent. Somewhat shy but always pleasant and poised, she approached her work seriously, constantly looking for ways to improve. Her fondness for children and her compassion for them are two of her greatest assets. Earning her degree brought her a real sense of accomplishment because she worked her way through college. Rarin completed her student teaching in a suburban school where she taught eighth grade. The school served approximately 1,450 students drawn from middle to low socio-economic levels.

Rarin was placed with one cooperating teacher. She taught ten periods of Thai language with Mrs. R as a cooperating teacher. Mrs. R in her early forties, has taught in the secondary school for thirteen years. She had supervised numerous student teachers. She had expressed her utmost confidence in Rarin's ability to teach. She was willing to support Rarin as much as she could. She said, "I am here to support Rarin and I will give her advice for whatever matter she needs, not as a cooperating teacher, but as a sister."

Data Acquisition

The data were gathered using several methods:

1. Student teacher interviews: each interview was audiotaped and later transcribed.
2. Student teacher journals: frequent entries made in written form which were later transcribed.
3. Small group seminars: discussions were audiotaped, interactions were recorded by hand-written notes and later transcribed.
4. Field notes made while observing student teachers teaching lessons to their students.
5. Cooperating teachers: notes made while interviewing cooperating teachers. The cooperating teachers provided their view of the student teachers' progress and their interpretations of events.

6. College supervisors: notes made while interviewing the college supervisors and observing the supervising methods.

Data collection was conducted for eight weeks from late July 1992 to late September 1992. Each of the student teachers in the study was interviewed twice individually. The first interviews were approximately two hours in length and were conducted during the third week of July 1992 to gather information concerning the student teachers' personal and academic backgrounds and other information concerning their attitude toward the teaching profession, their attitude toward their college methods classes, the preparation process and their expectations about student teaching experience. Since phase one interviews were conducted prior to the student teaching assignment, they took place at the cafeteria on Chiangmai Teachers' College campus. The researcher attempted to establish a relaxed, trusting relationship between the researcher and the student teachers. Because of the researcher's status as a faculty who was on leave for advanced education, a sense of rapport was established from the very beginning. The researcher often talked with the student teachers in situations outside the interview and observation sessions. The interviews were tape-recorded and later transcribed.

After observing the student teachers in the classroom, phase two of the interviews, approximately three hours in length, was conducted with the student teachers during the third week of September, 1992. Phase two interviews were conducted individually at the secondary schools where the student teachers were placed. Most of the conversations in phase two interviews centered on their earliest

experiences with their students in the classroom, their teaching plans and goals for all classes in a holistic fashion, their application of methodology, their knowledge for teaching and their attitude toward student teaching and the teaching profession. The discussion also concerned a retrospective glance at what had occurred during student teaching assignment, and the changes as a result of their student teaching. The interviews were tape-recorded and later transcribed.

The student teachers kept detailed journals of their experiences and perceptions during their student teaching in written form. The student teachers were encouraged to make journal entries on a daily basis. All three student teachers in the study made entries on a daily basis. Wanna and Rarin made entries up to the last day they were teaching, which was September 24, 1992. Nida made entries on a daily basis up to August 31, 1992 and stopped. Once the period of teaching was over, the written journals were gathered by the researcher.

All student teachers at Chiangmai Teachers' College were required to attend two seminars during their student teaching assignment. The first seminar, which was organized by the Field Experience Office, took place on August 14, 1992 from 8:00 a.m. to 4:00 p.m. The purpose of this seminar was to deal with topics that represented common concerns for the student teachers. These topics included the student teachers' role and responsibility, and criteria for evaluating the student teachers' performances. These common concerns were addressed in the first two hours of the seminar day. The researcher was a non-participant observer of the large group meeting and recorded the activities in the form of field notes.

In the next session of the seminar the student teachers met in smaller, content specific groups for discussion. The student teachers were provided the opportunity to discuss problems and concerns in order for them to learn about the experiences of others and share concerns with them. All three student teachers brought their own experiences to the discussion. The researcher was present at the small group discussion, therefore, she was able to record interactions in the form of field notes.

On the large group seminar day, two hours in the afternoon were reserved for the student teachers to meet in smaller, content specific groups for discussion. In the Thai language group, a scheduled small group seminar was canceled due to some miscommunication between the Field Experience Office and Thai language department. Thai language department staff claimed they were not informed about the seminar schedule ahead of time. As a result, the college supervisors in the department were not prepared for the seminar. The student teachers were scheduled to meet with the large group again after meeting in smaller, content specific groups. The purposes of this large group meeting were to allow the student teachers to reflect on the preparation, the presentation and the content of the seminar. Again, the researcher was a non-participant observer and she recorded the activities in the form of field notes.

The second seminar was organized by the college supervisors in the Thai language department. It was a two-day seminar scheduled on Saturday, August 22 and Sunday August 23, 1992. The seminar was held for the student teachers in the Thai language department. The purpose of the seminar was to provide some guidance

about teaching strategies and techniques to the student teachers, to provide the opportunity for all student teachers of Thai language, the cooperating teachers, and the college supervisors to meet together to share ideas concerning student teaching, and to provide an open forum for discussion for all student teachers. All 20 student teachers of Thai language attended the seminar. The subjects discussed were almost entirely spontaneous and generated by the student teachers. It was felt that this open discussion was a potential source for further understanding of the student teaching experience, and, therefore it was tape-recorded and note-taken. Shortly after the taping, the material was transcribed by the researcher. Since the researcher was present at the seminar as a facilitator, she was able to observe and record interactions in the form of field notes. The interactions of the study subjects with the other student teachers were captured as well.

The fourth source of information was field notes made by the researcher during on-site visitations to the schools to which the student teachers had been assigned. Observation data were gathered by the researcher as the student teachers taught five class sessions. Each of the student teachers was observed while teaching lessons to their students. The observations were used as a secondary source of data. They served to corroborate the information from the interviews. Observations were conducted one week after phase one interviews. During each observation a sequential record was kept of student teachers' actions while teaching. The notes included a description of the setting, the actions and interactions with students, and the content

that was covered. Lengths of these lessons varied from fifty minutes to two hours in secondary Thai language classes.

The researcher served as a non-participant observer in classrooms, recording events through a series of field notes. The researcher observed the student teachers in a variety of Thai language classes in order to collect a broad range of data; however, the researcher planned the observations so that she could observe the same classes (with the same grade level and title). Because of the time limits, the researcher was able to observe only a portion of the units. She relied on the student teachers themselves as well as written artifacts for information concerning the context of the specific unit of instruction observed. The transcriptions were added to the data set for later analysis. Any other encounters with the student teachers including appointments or spontaneous encounters were noted and included in the data set.

A fifth source of data came from the cooperating teachers. The researcher realized that a level of trust must exist between the researcher and the person from whom the researcher was attempting to gain insights. Because of having experienced "residence in the field" for many years and because of the researcher's previous acquaintance with each cooperating teacher, the researcher was able to develop such a level of trust as indicated earlier. As a result of the long time relationships established with these three cooperating teachers, discussion about the student teachers, their skills, their growth, and their experiences were open and enlightening. The researcher spoke with the cooperating teachers frequently in their places, and throughout the course of the student teaching, a record of discussions was maintained.

A sixth source of data came from the college supervisor. The researcher had conversations with the college supervisor every week to discuss her view of the student teachers' progress and her interpretation of events. The researcher also observed the supervising methods of the college supervisor, both in the classrooms while each student teacher was teaching. Because of the long time relationships established with the college supervisor and because of the long time experiences in working together, discussions about the preparation process for student teaching, the student teachers' skills, their performance, their growth and their experiences were open and enlightening. In a variety of places, such as in her office, in the cafeteria, in the secondary schools and in the car on the way to schools, the researcher spoke with the college supervisor frequently and a record of discussions in the form of tape-recording and note-taking was maintained throughout the student teaching quarter.

CHAPTER IV

ANALYSIS OF DATA

According to Merriam (1988), the process of data collection and analysis is recursive and dynamic. Thus, an analysis of data occurs from the beginning of the study and intensifies as the study progresses. While this collection-analysis process theoretically is extended indefinitely, more intensive analysis of the data will occur during the final stages of interviewing and observing. During this intensive analysis, the data set for each participant is independently "consolidated, reduced, and . . . interpreted" (p. 130), and all the cases are brought together for comparison. Methods for intensive analysis are based on "analytic induction" and "constant comparison" (Erickson, 1986; Goetz & LeCompte, 1984; Lincoln & Guba, 1985). According to Goetz and LeCompte (1984), analytic induction "involves scanning the data for categories of phenomena and relationships among such categories, developing working typologies and hypotheses . . . and then modifying and refining them" (pp. 179-180). Constant comparison involves a combination of "inductive category coding" and "a simultaneous comparison of all social incidents observed" (p. 182). In other words, "events are constantly compared with previous events" (p. 182), and once certain categories emerge, comparisons are made across categories. According to Glaser and

Strauss (1967), the constant comparative method consists of four steps: 1) comparing categorized data in the same category, 2) integrating categorized data with one another which leads to theory development, 3) delimiting theory, and 4) writing theory.

A gathering of all the data for organizational purposes was an ongoing activity. All the information concerning each individual subject in the study was brought together into a case record (Patton, 1990). The case record "pulls together and organizes the voluminous case data into a comprehensive primary resource package" (p. 313). The case records (placed into sets of notebooks) were organized in a chronological and topical fashion, including transcriptions, field notes, written documents, and observations. After the case records were compiled, the transcriptions of interviews, field notes from observations, and written artifacts were read and the researcher made notes in the margin regarding the topic or theme. The transcripts were once again read from beginning to end. While reading the data, the researcher noted discrete statements in the interviews or written documents as well as discrete statements or events in the observations. Then the researcher constructed systems of classifying the data and wrote summaries of the data. In the next step, the researcher transformed these patterns into categories. Color coding was used in order to distinguish among the various emerging categories.

In this study, seven major categories were derived from data analysis, including personal and academic background, planning and preparation for teaching, application of methodology, transferring of outside experiences, teaching subject

matter, attitude toward teaching, and developments or changes that occurred as a result of student teaching. The researcher then focused on each category individually, rereading the transcripts and recording instances and information which pertained to the particular category. Narrative descriptions of the methods of teaching which were used during student teaching and the developments or changes that occurred as a result of student teaching for student teachers were developed around the seven categories. During this phase of data analysis, categories from other sources of data such as field notes from observations and journals were used to clarify interpretation and provide background information or details contained in the narrative descriptions. After completing the analysis of each individual case record, the researcher wrote a final case study for each participant. This chapter thus presents individual case studies of the three student teachers. Each case study covers the seven major categories indicated above.

Student Teacher One: Nida

Nida was placed in Northeast Secondary School in Chiangmai, Thailand. It was a public school founded in January, 1972. With two wooden buildings, it serves a student body of 1,400 drawn from a middle class to the lowest socioeconomic levels. Nida was placed with one of the eight Thai teachers in the school. Nida's cooperating teacher had been an elementary school teacher for a few years before transferring to a secondary school, where he taught Thai language for eight years. The cooperating teacher previously had a student teacher and was not hesitant to work

with another student teacher. Although he was not worried about the responsibility for his assignment as a cooperating teacher, he was concerned about the effects of student teaching on his students' learning. He commented, "I feel sorry for the student teacher (Nida). I am afraid that the students will not study. I am afraid that the students will play and talk while the student teacher (Nida) is teaching, because they will consider her their senior friend. In consequence, it will affect their learning." However, Nida's cooperating teacher said he would do the best to guide Nida to explore new methods and new teaching techniques. He intended to provide the opportunity for Nida to learn from experience as much as possible.

At the beginning of her student teaching experience, Nida revealed that she was both excited and panicky about teaching. Although she had been prepared for teaching, she felt she was not quite ready and was worried about her teaching ability. She said:

It is the mix of excitement and panic. It seems like it's happening all at once; then I am going to teach for the first time. I feel like it's too soon. I am worried about my teaching ability. Despite having been prepared to teach, I still feel like I am not ready for it.

Nida was also worried about the students' attitudes toward her. She was afraid that the students might react against her and not listen to her when she taught. However, she hoped she would enjoy getting to know the students. She believed student teaching would be the best opportunity for her to learn how to teach. She described her feelings:

I'm afraid that the students won't listen to me. They might not believe what I have to say. But I hope we can get along and establish good

relationship. Through student teaching experience, I believe I'll learn how to teach. I believe I can improve my teaching skills.

Prior to her student teaching, Nida said she believed most of the methods classes would help her to teach, since she had learned both the content area and a variety of teaching strategies and techniques from her methods class instructors. She thought some aspects of the methods classes which were modeled or role-played during classes would be more helpful than others in making concepts tangible and more easily remembered. The observation of modeling or role playing in the methods classes would help her to be a better classroom teacher. Nida stated:

Some instructors in the methods classes demonstrated examples of how to implement a variety of teaching strategies and techniques by role playing. They set up the situation as though it were a secondary school classroom. And I think that will help me in teaching because I observed them teach; then I practiced teaching in class. The way they demonstrated helped me understand and remember the concepts more clearly and more easily. And I can see the possibility of applying them to my classroom teaching.

However, prior to her student teaching, Nida did not anticipate that all the college courses would be helpful for her teaching. Particularly, for methods courses, Nida worried: "Some of the college Thai language courses were probably more boring than anything and I don't feel prepared to teach." Nida noted that most of the reading courses followed a similar pattern: "Most of the time we go into the class and our instructors stand up in front of us, tell us what this means, and we write it down and we go home and we learn it. Then we take it back and repeat it for them on tests."

Nida reflected her negative attitude toward this teaching approach. She said she would try to avoid adopting this approach for her instruction, because she believed that teaching is more difficult than "standing up in front of the students and telling them about one thing and gaining control." She did not view teaching as telling, but she advocated "a much more informal approach," such as discussion and group activities. She stressed:

Teaching goes beyond the subject area. It goes into communication, it goes into classroom involvement. It's the students talking to teacher, it's the students learning, thinking, and trying to keep them involved. If I teach, I'll try to get my students involved and I'll make my instruction informal as much as I can.

Nida further commented that the college instructors should give the students greater opportunities to participate in the teaching/learning process and devise lessons that involved more students input and less teacher talk. Nida said this approach would be very helpful for her teaching because she would be able to approach the classroom with a feeling of confidence. Nida stated:

The methods courses should encourage thoughtful reflection. They should also provide students opportunities to design and implement instructional strategies and activities which are both useful and appropriate for the grade level and the content area that we are going to teach. That will help me in the sense that I'll feel more confident and more prepared to teach.

Throughout the course of her student teaching experience, Nida credited a number of her methods classes which had helped her to approach the classroom with a feeling of confidence, and which had encouraged her to implement cooperating group activities. Nida noted that when she taught she attempted to incorporate a

variety of teaching strategies, particularly the teaching strategies which encourage students to participate in the teaching/learning process. Nida said:

Many methods courses had given me options and offered me possibilities to choose from in a variety of situations. The demonstrations and the examples shared in the methods classes are the most powerful in terms of sticking in my mind.

Nida valued some of her college Thai language classes because "that's where I learned my content. That's how I become more familiar with some of the stories and the authors" and "certain kinds of literature, and that's certainly helpful." She maintained that the college Thai language courses taught her how to read unfamiliar texts critically, providing a sort of practice. She said, "the experience that I had been taught to read critically helped me to be able to do that on my own and I could teach my students the same way."

In addition, Nida learned valuable lessons in analyzing and researching literature from her college Thai language instructors. Describing a typical class in one of her literature courses, Nida revealed admiration for the instructor's depth of knowledge about a literary work. Nida said, "some instructors were very set in their presentations." In addition, her instructors gave guidance through the study of novels, short stories, and drama, all of which were very helpful for her teaching practice. Connecting this experience with her own teaching, Nida said she emulated this approach. For example, when she taught a short story unit to her eighth graders, she said, "I made up discussion questions, tests, and little quizzes, and covered character, setting themes, and so on."

Regarding the aspect of Thai language she was interested in learning and teaching, Nida said she saw literature study as the most important aspect of teaching the Thai language. Throughout the course of her student teaching experience, she always enjoyed teaching literature:

Literature is the part that I'm interested in. Literature really tells us a lot about human life and the way life is. The reason that I enjoy teaching literature is because the books are somebody else's life and somebody else's view. The authors have written them with some sort of purpose in mind, and I'm good at making connections from the texts out into life.

However, during her student teaching experience, Nida found that in some classroom situations, the methods classes could not be applied because what happened during her student teaching was different from that for which she had been prepared. She said, "there were some classes that I took that were not helpful, but the others were definitely helpful. Many things that I learned, and that I transferred to my classroom teaching came through experience and research."

According to Nida, much of what she had learned from the methods classes and the content area classes was too difficult for secondary school students to understand. They could not understand the concept of the unit and could not do the activities. Consequently, they could not achieve the objectives of the lesson. In order to handle her instruction, she had to directly lecture and give knowledge or information to the students instead.

According to her journal of August 3, 1992:

Today I taught the students to write an essay. I adopted the teaching technique called the "Synectics Model," which I had learned from the methods class. But it didn't work. The students didn't understand

how to write an essay by means of "Synectics Models." They were really confused. I think it is too complicated for them to understand. Some students complained that they didn't even know what they were learning or what I was talking about. The students couldn't write an essay. And I was not successful in teaching the unit.

Nida reported that she always searched for more information which related to the content of the unit she was to teach from other sources, such as periodical journals, books in the Chiangmai Teachers' College library, textbooks, and newspapers. Then she studied that information to familiarize herself with it. She realized that once she had more knowledge about the content area to be taught, she had more confidence and she could teach better. However, in order to relay the information to secondary Thai language students, Nida indicated that sometimes she modified what she had learned in those methods courses: "The most important thing was that I had to get it down more on their level. I did it by bringing in things that were relative to them, things that they could understand and deal with."

Throughout the course of her student teaching experience, Nida noticed that when she gave her students greater opportunities to talk and share ideas with one another, there was a greater interest and attention on the part of the students than when she did most of the talking. She said:

I found from this experience that when I gave the students the opportunities to participate in the teaching/learning process by having them work together in groups, discuss and share ideas, my instruction was more effective. The students were more cooperative, attentive and enthusiastic about learning than when I directly lectured or gave knowledge.

On September 15, 1992 between 10:20 a.m. and 12:00 a.m., the researcher observed that when Nida taught the unit on advertisements and invitations, she dir-

ected the students to the library to search for some advertisements and invitations in magazines and newspapers. The students were excited and enthusiastic about doing the assignment. During that time, Nida served as a facilitator. When the students returned to their class to present the assignment individually at the front of the class, they were very cooperative and they did very well. The climate of the class was lively. It appeared that everybody enjoyed the activity. Nida's instruction went well and it was effective.

When talking about preparation to handle a variety of the students' behaviors and reactions, Nida indicated that in this regard she was not prepared for it and the methods classes were not applicable. During her student teaching, she encountered a great deal of student discipline problems, which she had not anticipated:

When I studied in my methods classes, I was thinking about students, I had these really flat characteristics in my mind. I imagined that they may act this way, or they may act that way. I was not prepared for this. They are all different ways to react. They all acted differently, and all at the same time.

Nida recalled her student teaching experience during the first week as "the most difficult" time. She lacked confidence in her content knowledge and instructional ability. Even when she was teaching, she was not sure whether the students understood the concepts she presented to them. She said:

It was very, very difficult in the first week. I didn't have confidence. I was nervous, panicky and trembled while I was standing in front of the students. I didn't even know what I was talking about. And I had the feeling that the students didn't get what I said to them either.

Nida stated that although she had all her lesson plans to be taught ready before she started her student teaching assignment, she found that most of her lesson

plans did not fit in with the school's lesson plans and the teaching /learning process implemented by the cooperating teacher. Therefore, when she prepared to teach each unit, she had to compare the school's lesson plans with her lesson plans. In order to work it out, for the most part she combined the school's lesson plans and her lesson plans. She stated:

My cooperating teacher emphasized that I had to maintain the concepts, the objectives, and the goals stipulated by the school. So I still had to rely on the concepts, the objectives, and the goals of the school. But at the same time my college supervisor wanted me to incorporate the teaching strategies that I had learned from the college methods classes. Therefore, I mostly combined my lesson plans with the school lesson plans.

Further, Nida noted that sometimes when she taught she could not follow her lesson plans because the students in each class had different knowledge and ability levels and they responded to the lessons and the activities differently. Nida could not teach every class in the same manner. She reflected that sometimes her teaching was not effective because the students could not achieve the objectives of the unit. She commented that if she were to teach the unit again, she would readjust the activities and the teaching/learning process. She would be more flexible with her lesson plans to serve the needs and ability levels of her students:

I could not teach the same materials in the same manner to every class. I had to adapt the materials to the needs and abilities of each of my class. If I were to teach the unit again, I would change the activities and my teaching process. Now I know what the problem is, so I think I can do it better.

Not only did Nida encounter the difficulties in teaching the content area and implementing teaching strategies, she also had to deal with the students' attitudes and

reactions. She recalled that her student teaching experience at the beginning was somewhat negative. She was not able to win the students' respect and cooperation because they saw that she was small in stature. When she taught, she had a difficult time getting the students interested and to listen. Nida said she had to go to the classroom with a switch to threaten the students who misbehaved and who were not cooperative. She said, "when they didn't listen and do the assignment, but talked and played among themselves, I hit them with a switch." As a consequence, when she was assigned to be an advisor to one of the eighth grade classes which she was teaching, the students did not accept her. They didn't like the way she used the switch to threaten them. However, Nida tried to handle the situation and solved the problems by not expressing any negative attitudes and reactions. Instead, she gave the students the opportunity to discuss the problems. As a result, she was able to establish improved understanding and recognition between her and the students. After the end of her student teaching experience, she reflected her positive impressions: "I really felt good about the student contacts, the things I learned, the things I was able to help the students learn. I really enjoyed getting to know them. I enjoyed our relationship."

Prior to her student teaching experience, Nida vowed that one of her goals was to be more than a teacher to her students. She related that she wanted to be their friend as well. After being able to understand about her students' needs, Nida attempted to cultivate a friendly, caring relationship with her students as individuals. On many occasions, the researcher observed that Nida always made herself available

before and after class to talk with students. She also reported that she frequently attended after-school functions in which some of her students were participants. In her journal entry on August 6, 1992, Nida wrote:

This evening I participated in students' sport activities. My students played different kinds of sports. I played badminton with them for awhile, but mostly I watched them play. It's fun watching them. These kids are good at sports, although they were not attentive in class.

Prior to her student teaching experience, Nida anticipated that teaching would be easy and she would have full control over her planning and teaching. She expected that she could teach whatever she wanted, but when she encountered the experience, she realized that teaching was not as easy as she had expected. She had to be well prepared. She had to have knowledge competence and pedagogical knowledge. She had to spend a lot of time preparing to teach. After the end of her student teaching experience, Nida reflected:

I always thought teaching would be easy. I thought I could teach any thing I wanted to teach. Now I found from this student teaching experience that it was not easy at all. Preparing to teach is time consuming. But I couldn't teach without preparing. I had to learn it myself first. Otherwise, I didn't have enough knowledge about the content I was to present to the students.

According to her journal of August 13, 1992,

Today, I entered the class without confidence, because I was not well prepared. I spent only one hour before class preparing to teach. Consequently, I couldn't remember the content in detail. I didn't have enough information, so I didn't have much to say.

On several occasions, the researcher observed that Nida had a lesson plan to complete during her free time, including the amount of reading she did to familiarize herself with the content of the unit she was to teach.

Prior to her student teaching experience, Nida reported that she always wanted to be a teacher because she thought teaching was an easy job and because she had fondness for children. She thought she would enjoy working with children. She anticipated that all students would be good, disciplined, and attentive. But after the completion of her student teaching experience, Nida revealed that she was not sure whether she really wanted to be a teacher or not. With the mix of positive and negative attitudes toward teaching, Nida stated:

Previously, I always wanted to be a teacher because I thought all students were good. I thought they were disciplined and attentive. And I thought I would enjoy teaching. But from this experience, it was not necessarily true that all students were the same. I could not expect that they all would be good. The fact is, some students were attentive, disciplined and well-behaved while some were the opposite. When I taught, I had mixed feelings, [and was] sometimes confused.

Nida said that one day her teaching would be a smooth, rewarding time and the next would be a down-turn due to students' behaviors and attitudes. Her statements from the interview, her journal entries, and the researcher's observations of Nida's classroom teaching showed, respectively:

Sometimes I was excited and enthusiastic about teaching because the students were attentive, obedient, and disciplined. When they were cooperative, my teaching went smoothly and I really enjoyed teaching. I love teaching the students who are interested in learning. But often-times I didn't feel like teaching because the students really misbehaved. I felt so tired and discouraged when the students didn't listen to me, especially when they played and talked among themselves all the time.

Nida's journal entry on August 19, 1992 noted:

Today was a good day for me. The students were attentive and cooperative. My presentation was smooth. I had a good time in class. If

they were good like this everyday, I would be very happy to teach them. I wish they behaved well everyday.

Nida's observation in her classroom on August 21, 1992 between 10:20 a.m. and 12:00 a.m. verified that Nida did not have good control of the situation. The students in her class were disruptive, disrespectful, and unwilling to cooperate with her during the class.

Throughout the course of her student teaching experience, Nida encountered both difficulties and challenges. Sometimes she enjoyed teaching, while sometimes she didn't want to teach, depending upon student behaviors and attitudes, as noted above. In consequence, Nida determined to reevaluate her desires for career choices. Nida reflected that student teaching experience gave her the opportunity to discover whether she truly wanted to become a teacher and whether or not she was capable of being a good teacher. Although prior to her student teaching, Nida always wanted to be a teacher, following her student teaching experience, she decided that she would give herself other alternatives rather than limiting herself to the teaching profession.

Nida stated:

I got to know myself better whether or not I truly like the teaching profession. It is a good time for me to ask myself how much I can tolerate if I become a teacher. I used to want to be a teacher as much as 80 percent, but right now my desire to be a teacher has dropped to 50 percent. I don't consider the teaching profession my first priority of the career that I'm going to choose anymore, and I would rather look for other kinds of jobs. From this experience, I found that teaching is too complicated and trivial. Learning to teach is too much for me to handle.

However, Nida commented that such feelings and attitudes might not be consistent because the experience as a student teacher and the experience as a real

teacher might be different. As a student teacher, she had to be under the control of her college supervisor and her cooperating teacher, and she could not be herself as much as she wanted to. In consequence, she was uncomfortable with the situation. But as a real teacher, she anticipated that she would have more autonomy and freedom to think, to create, and to do things on her own. Then, she might want to be a teacher. Nida stressed:

During my student teaching experience, I learned to be a teacher under the supervision of my college supervisor and my cooperating teacher. I had a feeling that I was under control and I was directed to do certain things most of the time. Whether I liked their ideas or not, whether I agreed with them or not, I had to listen and follow their instructions. I couldn't make a decision or do things on my own. I couldn't come up with my own ideas and I couldn't be myself. Consequently, I felt so uncomfortable that I don't want to be a teacher anymore. However, in the future I might change my mind. If I don't have the college supervisor and the cooperating teacher control me. I might want to be a teacher.

Over the course of her student teaching, Nida viewed student teaching as a beneficial experience because of the opportunity to increase her knowledge about teaching and many other things relating to teaching, such as the school setting and the work system. Nida pointed to the things she learned as follows:

The student teaching experience gave me the opportunity to increase my knowledge and broaden my perspective on many things. I have learned how to work with many people of different backgrounds. I have learned about the differences among students, in terms of socioeconomic background, which affect their lifestyles and their studies. Some students come from poor families, while some students come from wealthy families. When they mix together in school, I can see the difference among them clearly. In terms of learning ability, students have different levels of understanding. Some students understand what I present to them easily, while some students listen, but don't get the concept despite sitting in the same class, listening to the same teacher at the same time. I also learned about the school system, the work

system, the school administration, and the teacher's responsibility. It is the first time that I got to know that the teachers not only teach, they have other duties to do as well. For example, they have to teach, control the students, and serve the community.

Nida reported that student teaching experience brought about a significant change in her teaching ability. She reflected that toward the end of her student teaching, she felt more confident in teaching. Her presentations became spontaneous. In addition, she could vary her lessons and teaching style appropriately to students' needs and ability levels. She stated:

Definitely, I gained more confidence in teaching. I can organize and handle my instruction a lot better than when I first started. I can adjust my teaching approach appropriately to the students' needs and abilities. My presentations were smoother, especially toward the end of student teaching.

Further, Nida noted that student teaching also had affected her attitude toward learning. She said she became more enthusiastic about learning and searching for more knowledge and information, especially in the subject areas with which she was not familiar. Nida stated:

When I was going through my junior year in college, I didn't care whether I would be gaining knowledge or not. I would do it my own way. I didn't care about the grade. I was satisfied with whatever grade I got. I was never worried about the academics. But now I have a different attitude about learning. My student teaching really made me change, because when I taught, I didn't want to stand in front of the class and talk about something that the students couldn't understand, or when they asked me one thing and I answered them, another thing. I had to be enthusiastic about learning.

In addition, Nida maintained that as a result of student teaching experience, she noticed changes in herself in many other things as well. She pointed out the following changes:

The student teaching experience enhanced my maturity. I became a more responsible person, because I was not only responsible for my students' development, but for my own development as well. I also have a better personality since I learned how to adapt myself appropriately. Previously, I was never careful about the way I spoke and did things. I did whatever I preferred to no matter how inappropriate it was. After becoming a student teacher, I became more careful about the way I behaved and the way I spoke. I learned how to behave properly and to speak nicely, because I didn't want my students to have negative attitudes toward me. Besides, I developed my interpersonal relationship skills as I became a more friendly person.

Student Teacher Two: Wanna

Wanna was placed in a secondary school in a lower middle class section of Chiangmai Province. She taught 12 periods of Thai language to three different classes with Mrs. W as cooperating teacher. Mrs. W, who is in her early thirties, has been teaching Thai language in secondary school for 10 years. She was warm and friendly. She has become a firm believer in assertive discipline and has incorporated much of what she believes into her teaching. She has a set of class rules and a list of consequences that are followed with consistency. The students knew what was expected of them and were generally well-behaved.

Although Mrs. W was happy to have a student teacher, she was worried about her capability to supervise the student teacher. She was hesitant about being a cooperating teacher because she lacked experience. However, she said she would be willing to try the first student teacher, and would encourage Wanna to take the initiative. In turn, near the beginning of her student teaching at a secondary school, Wanna felt she was not ready for her student teaching assignment. She lacked con-

fidence although she had gone through the process of preparation throughout her three years in college. She expressed her feelings as follows:

I am very nervous and panicky right now. I am worried about my teaching ability. I am also worried about the students, whether they will listen to me, whether they will be attentive or not. I have many things on my mind that make me worry.

Wanna stated that she believed her methods classes would be very helpful for her teaching, because she had learned both the theories and applications from her methods class instructors. She had learned important lessons about successful teaching from both good and bad instructors. The former taught her the lessons about how to teach, while the latter taught her equally important lessons about how not to teach. She had also seen both the traditional and innovative teaching styles of college instructors, comparing and choosing what was good teaching. Wanna said she had also learned several aspects of Thai language and she enjoyed the classes in which the instructors made her think, read, write, and discuss. She expected that she would enjoy all those aspects of Thai language teaching as well: "I'll enjoy making students think. I'll enjoy discussing literature with them in class. I think I can teach the Thai language effectively, because the methods classes made me knowledgeable."

Though Wanna had mentioned admiration for certain college instructor teaching styles which she planned to emulate, she sometimes stressed her negative attitudes toward some of her instructors' styles which she did not like, and which she considered "traditional styles":

I became impatient with the instructors who kept repeating information over and over. I don't like repetition. I'm tired of the instructors who gave lectures and required that we write it down and memorize it. I

wish they gave us more opportunities to think, to express and to explore on our own. I don't see the application of the things I have learned from these traditional instructions. I won't adopt this teacher-centered approach for my teaching.

Wanna further commented that her early experiences with the college Thai language classes were also somewhat negative. She said she was really bored with some classes, such as literature study classes. She talked about how literature was taught in college:

When I was going through my junior year in college, literature wasn't taught in a very dynamic way. It was dry. It was cut and dried. It wasn't very interesting. I mean the instructors were teaching the same novels, the same drama they taught 10, 15, 20 years before.

Prior to her student teaching experience, Wanna noted that she didn't see the importance of literature study, instead she saw it as "boring stuff" and it had no connection with her life. She felt that college literature courses should put the responsibility for making this connection in the hands of individual students. She reflected that she would teach literature differently, stating: "If I am going to teach Thai literature, I will center my focus on how Thai language is going to be practical to students and whatever they are going to do with their lives." In addition, Wanna believes that Thai language teachers should move beyond traditional approaches to be dynamic teachers who are always "excited about what they are doing" and "transfer that over to students and help them see the connections between Thai language . . . good literature . . . and students' lives."

After the end of her student teaching experience, Wanna revealed the influence of her experience in college Thai language courses. She stressed the importance

of her background from the Thai language department:

The Thai language department had some influence that helped me to be knowledgeable, that is where my materials came from. Some of the instructors in the department were really great. I really improved, especially in my writing and what I know about Thai language. I couldn't teach Thai language classes if it weren't for the courses that I took before. I think if they weren't for my instructors in the department, I would not have the knowledge to teach.

Wanna maintained that she adopted the teaching strategies she had learned from the methods classes to most of her teaching. The methods classes provided many options from which she could choose:

I utilized different teaching strategies for different situations, depending on what would be most effective. Some periods, I gave the students many activities to do, while for some periods, I had to emphasize theories and content. In the latter situations, I had to directly lecture and give knowledge. Generally, I tried to vary my lessons by including a mix of quiet time for reading and writing, lectures, discussions, small groups for discussions and activities, and the presentations that students made to the rest of the class. For instance, when I taught writing, I tried to have some kind of build-up, have them brainstorm, show samples, and have them work on them. I tried to use peer groups, and I tried to go around the room. The methods classes really helped me. They were very helpful for the majority of my teaching.

On one occasion, the researcher observed that when Wanna was teaching the unit on Thai language usage, she first explained the activities she directed her students to do. Then she had students work together in small groups. After students had worked together for several minutes, Wanna asked them to share their ideas in small groups; finally, the whole class was directed to discuss the various arguments that students had presented. Wanna used writing, group work, and various active participation techniques to try to get everyone involved and keep them interested. In her journal entry of August 10, 1992, Wanna noted:

Today, I taught the unit on "Thai language usage," I started by explaining the principles of reading aloud, such as reporting or reading the news. Then I explained the activities to them, and directed them to practice reading in groups. After that I asked them to read aloud the articles that I had provided. Finally, I had them present at the front of the class. They were very enthusiastic about participating in the activity. They were very cooperative as well. I think they liked the activity. They like to get involved.

Although throughout the course of her student teaching experience, Wanna acknowledged the importance and the capability of the methods classes which had been helpful to most of her teaching, during student teaching she found that sometimes the teaching strategies she had learned from the methods classes could not be applied. For example, in classes when students were unruly and did not cooperate, she had to be flexible and ready to change her teaching strategies and activities. Otherwise, she would not have been able to handle the situation and organize her teaching. She realized that she was not prepared for this kind of classroom situation:

Nothing in the methods classes had ever prepared me for the naughty and stubborn students. When the students were not cooperative, I could not teach from my lesson plans. Instead, I had to readjust my lesson plans as soon as I realized that the process of teaching and the activities I had designed and implemented were not going to work. At the same time, my college supervisor wanted me to center my focus on the teaching strategies which would encourage students to think on their own as much as possible, and the teacher talked the least. But when I tried, it didn't work. Students did not cooperate with me. Each one of them had different reaction. As a result, I had to change my teaching strategies. I had to tell them what to do and how to do things. I had to directly lecture and give knowledge or information. I had to talk the most. I had to use teacher-centered approach, because at least I could control the situation by keeping the students busy taking notes.

On August 7, 1992 Wanna wrote in her journal:

Today, I couldn't teach from my lesson plans. The students could not understand the concepts and the content of the unit. I had to explain to

them slowly, step-by-step. I had to give lecture and direct them to take notes. Finally, they understood the concepts and the content of the unit. And I hope they will be able to apply it to their daily lives.

After the end of her student teaching experience, Wanna said that she had considered some of her college instructors to be uninspiring. She only recalled a few instructors from her college who stood out from the rest. Perhaps her experiences with dull teachers who taught directly from textbooks in a matter-of-fact manner led to her desire to be a different kind of teacher, as seen in the following statement:

I had to bring in outside experiences to my classroom. When I was teaching, I brought in information from outside the classroom. I've got to take them out of the textbooks; I've got to make it more meaningful by tying things to their lives.

On one occasion, the researcher observed that Wanna brought in some song sheets to have the students sing together. The students were obviously excited about the activities. They all sang together. Then Wanna explained the content and the concept of the song. At the same time she told the class the reason that she liked the song was because it described the life and the dedication of a teacher who teaches in a remote area. She told them that the song was meaningful to her and it motivated her to desire to become a teacher in a remote area. Wanna then directed the students who were scheduled to present their songs to the class to prepare themselves. Wanna reminded the class that each group of students was to come to the front of the room and sing a song, then explain the concept and the content of the song, including the reasons why they liked the song.

The researcher observed that all students participated in the activity and were enthusiastic about the activity. Throughout the course of her student teaching experi-

ence, Wanna credited her college supervisor as one of the important sources of her teaching knowledge. She said that "if I came across something and I didn't have any idea how to approach it, she would be the person I would want to be able to ask." Wanna felt that her college supervisor influenced her development as a student teacher.

Wanna reported that she spent a great deal of time outside of school reading and preparing for class. She tried to bring in some outside experiences to her classroom teaching. She implemented a variety of instructional strategies and activities. Wanna was then able to apply what she had learned to future plans and actions. On August 26, 1992, Wanna recorded in her journal:

I spent the whole day today preparing the materials for the class that I'm going to teach tomorrow. Everything needed to be done today and I myself have to be very well prepared for the new unit and the new teaching technique that I am going to try. Tomorrow, I will try the teaching technique called "Concept Attainment Model." I am so excited about it, but at the same time I am worried, too. I'm not sure whether I can present it well. I'm not sure whether the students will understand the concept, I don't know whether they will be able to respond to the questions that I'll have for them.

Wanna recalled her first day of student teaching experience when she was standing in front of the students. She was both excited and nervous. She noticed that the students' attention was focused upon her. She started her instruction by explaining the objectives of the unit and then introducing it. She reflected that her teaching style in the first week was flat. She only lectured and the information that she presented to the students came directly from the texts. She was not ready to incorporate the teaching strategies and techniques which she had learned from the

methods classes. She didn't know how to get the students interested because she lacked experience. However, she had the impression that the students were attentive and receptive. They were excited to have a new teacher. Wanna stated:

I remember that on the first day of my student teaching, I was very excited and nervous. I sweat all over my body. My presentation was very formal and flat. I had to use the teacher-centered approach because it was easier for me to control the situation. Everything I was talking about came directly from the textbook. But my impression was the fact that the students were really great. They listened to me carefully and every eye was on me. And when I raised questions, they responded well too.

According to her journal of July 28, 1992:

Today was the first day of my student teaching. Mrs. W, my cooperating teacher took me to the class and introduced me to the students. I was given the first period to teach right away. I was excited and nervous. My presentation was not lively at all. It was very flat and formal. I gave the information to the students and directed them to take notes. But this was my first period of student teaching experience. I hope I'll improve my teaching skill when I have more experience. Fortunately, the students were good, and attentive, which helped a lot--maybe because they were excited at having a new teacher. However, I was really impressed.

Near the beginning of her student teaching experience, in terms of her preparation, Wanna said she was well-prepared to teach and would try her best to make her teaching effective. She indicated that she felt comfortable to teach because "at least I don't have to worry about writing the lesson plans, because I have all my lesson plans ready to be used." Wanna mentioned that one month prior to her student teaching assignment, her college supervisor assigned all student teachers in the Thai language department to write the lesson plans covering all the units they were to

teach throughout the course of their student teaching. She expected that the lesson plans she had would be helpful for her teaching.

After the completion of her student teaching experience, Wanna reported that even though she had her lesson plans ready for each unit during student teaching, she found that they didn't help as much as she and her college supervisor had anticipated. When she was to teach each unit, she had to review and readjust each of her lesson plans to make it appropriate for the situation, the timetable of the school, the needs, ability levels and knowledge of the students. Wanna noted that when she designed her lesson plans during the preparation period, she didn't anticipate what was going to happen in her classrooms. She didn't know students' needs and ability levels. Therefore, during student teaching, she had to readjust teaching strategies and activities to make them appropriate for the needs and the ability levels of the students. In addition, because the timetable for the classes of the school was flexible due to frequent unplanned events and activities, she had to be flexible with her class schedule and with her lesson plans as well. She had to be prepared to readjust her lesson plans at any time when the school changed the timetable for the classes.

Wanna stated:

Most of the time, I had to readjust my lesson plans to make them fit in with the situation and the needs of the students. When I prepared my lesson plans before my student teaching, I didn't know what was going to happen in the classroom, so I couldn't plan for the activities in detail. In addition, each lesson plan had been designed for one-period class, while the school scheduled two-period classes. Therefore, I had to be flexible to readjust my lesson plans, both on the part of the teaching strategies and activities and on the part of the content to be covered for the time allowed.

According to her journal on July 29, 1992:

It 's difficult to organize my instruction for the time allowed because the school schedules two-period classes. But I had planned and prepared for one-period classes. So when I was done with the content which I was supposed to teach, I still had quite a bit of time left. I couldn't either dismiss the class or let the students go. I had to think about something to talk to cover the time that was left. It's not easy at all, because I didn't prepare myself for that. I really didn't have anything to say. If I knew ahead of time, I could have prepared for it. I would have been able to handle it better.

Wanna's journal entry of August 11, 1992 was as follows:

I could adjust myself a little bit better. There was one class that I had to speed up, because they were far behind other classes. There were many activities which were overlapped in my class schedule, but the students were required to participate in the activities. So I had to adjust my class schedule. That's why some classes are behind the others sometimes.

Over the course of her student teaching experience, Wanna reported that sometimes she felt she had not accomplished much in teaching. Although she tried to teach from her lesson plans, her teaching was not smooth because the activities and the teaching strategies and techniques which she had designed and implemented were not sufficiently practical. The students could not understand the concepts and the activities. Therefore, the results were not good. She had to spend additional time explaining the concept and the activities to the students. She could not complete the unit in the time allowed, as she had planned. Wanna reflected that if she were to teach the unit again, she would carefully design and implement the teaching strategies, techniques, and activities which would be appropriate for the classroom situation, the needs of the students, and the levels of knowledge and ability of the

students. She believed that her previous mistakes could teach her to do it better. She stated:

Sometimes I was not satisfied with my teaching and with the results. I tried to follow the teaching strategies, the processes and the activities I had designed and implemented on my lesson plans, but it didn't work. For example, I planned to explain about the activities for 15 minutes, and I thought I had enough time to make them understand the concepts and the activities. But when I did it, the students did not understand what I tried to explain. I had to spend 10 more minutes explaining the same things. I couldn't complete the unit in the time allowed. If I were to teach the unit again, I would change the teaching strategies and activities to make them more appropriate to the needs and the levels of knowledge and ability of the students. I would also carefully set times for each activity. I think I will do it better.

Her journal entry of September 14, 1992 was:

I had a very bad sore throat today. I taught the students to write an essay by means of the "Synectics Model," the technique which I had learned from the methods class. But it didn't work. The process of the "Synectics Model" was too difficult for the students to understand. The students were confused and they couldn't write an essay by following the process of the "Synectics Model." I don't think this technique is appropriate for the ability levels of the students. Although I explained it to them over and over, they still didn't understand the concept and the process of it. Finally, I had to tell them what and how to do it, step-by-step.

Prior to her student teaching experience, Wanna vowed that as a teacher she would help her students learn as much as she could. Her overall goals were concerned with making the subject matter interesting to students, getting students interested and the applicability of the lessons to life:

There are a lot of things that I want to get across to them. I want to teach these students. I want to get them involved, I want to get them interested. I want to teach them how to read and how to read well. I want to teach them how to write and to be able to express themselves. I want to teach them through reading and writing and a lot of different ways. I want to make the subject matter interesting to them. Particu-

larly, I want to make it practical for them, so that they can apply it to their daily life.

Wanna reported that throughout the course of her student teaching experience, she made a conscious attempt to learn about her students both personally and academically. She focused much of her time and attention on her students. The students in her class had a significant impact upon her practices. She maintained that it's worth getting to know her students as individuals, learning about their strengths and weaknesses, their needs and abilities. This information about the students helped her understand them better, plan better, and teach better. She used this information about her students when planning, implementing, and evaluating her instruction and her students' learning. She described how students affected her planning and her instruction:

I guess I always took the students with me every night. On a day-to-day basis, they definitely affected me. I always thought ahead. I always thought about what the students were going to like and how I could plan and teach better.

Though Wanna said she felt strongly about her goals for students, throughout the course of her student teaching experience she sometimes resented some students because they did not give her respect and cooperation when she was teaching. They tended to be reluctant to do the things she assigned them to do. No matter how much effort she extended to get students involved, they didn't cooperate with her and they didn't pay attention and do the activities. Therefore, not only did Wanna feel uncomfortable with the situation, she also felt disappointed and discouraged by the students:

One thing that I was not comfortable with was the fact that some students were reluctant to learn. They didn't pay attention to what I was presenting to them. Actually, I worked really hard to prepare for teaching and to make the subject matter interesting, but they reacted as if it wasn't worth learning at all. When I taught I tried everything which I thought it would be the best to get them involved and to help them learn, but they didn't pay attention to the activities. Instead, they played and talked among themselves all the time. They'd been a real big discipline problem for me. I am really disappointed. And to me, it's discouraging as well.

Her journal entry of August 4, 1992 indicated:

Some students were not attentive at all while I was teaching. I had tried my best to motivate them to learn, but it didn't work. I had to threaten them with a switch. In fact, I didn't want to use the switch. But I had already tried other ways to calm them down, but they didn't work.

According to her journal entry of September 15, 1992:

Today I taught the unit on poetry translation. Most students were cooperative and attentive. But there were still some students who were not cooperative. They were reluctant to do the assignment. Instead they played and talked all the time. I was really mad at them.

Later sections of the case study of Wanna revealed that her student teaching experience was different from what she had expected previously in many ways.

Wanna described this situation:

Near the beginning of my student teaching, I was worried about adjusting myself to the new setting. I thought I would feel uncomfortable to work with the people whom I did not know before. I thought I would have to do everything that my cooperating teacher and the teachers in the school told me to do. But during my student teaching, I learned how to interact with people. I learned to adjust myself. And I could do well in this regard. Most teachers in the school, particularly my cooperating teacher, were very friendly. They treated me as though I were a teacher, not a student teacher. I feel like I am not living in the small world any more. In terms of teaching, I thought I didn't have to bring in any information and experience from outside of the textbooks. I thought I would only teach directly from the texts. But during student

teaching, I realized that I had to bring in some experiences and information from outside to the classroom. I was encouraged to think, to create, and to search for more information from outside of the textbooks.

Wanna revealed that from secondary school through the first year in college, she had never planned to be a teacher. Watching her former teachers in both elementary and secondary school, she assumed that they had to be well-prepared. She thought preparing to teach took too much responsibility and speaking about the same thing over and over in front of the class was not pleasurable, but monotonous. She stated:

Previously, I didn't like the teaching profession at all. I never planned to be a teacher. I always saw my teachers busy preparing to teach. I thought it took too much time and responsibility. And repeating about the same thing over and over from class to class was boring. It didn't matter if students listened or not, the teacher had to teach.

Wanna reported that she became interested in becoming a teacher when she was in her sophomore year in college. Her college instructors in the Thai language department served as influential persons in this change. Wanna's recollection of her college instructors underscored the powerful effect of personable instructors:

I became interested in becoming a teacher when I was a sophomore in college. There have been a few instructors in Thai language department, particularly my academic advisor, who I thought were really nice and that made me think I wanted to be like them. I really liked them. I considered them my idols. That was how I began to decide about being a teacher.

As mentioned earlier, Wanna became interested in becoming a teacher when she was in the second year in college. Although the preparation process for teaching started in her freshman year, during that time she had no interest in becoming a

teacher. However, she viewed the preparation process, particularly student teaching experience, as very helpful in adapting her positive attitude toward the teaching profession:

Through the process of preparation for teaching from my first year to my junior year in college, I became more and more interested in becoming a teacher. My attitude toward the teaching profession was kind of built up through the training process. Particularly, this student teaching experience was a valuable experience in my life. It's a good preparation for me to enter the teaching profession with [a promise of] good quality in the future. This student teaching experience is really important for me. It really has affected my desire to become a teacher.

Wanna further reflected her attitude toward teaching and her experience with the students as follows: "In classroom teaching, doing the preparation, planning things out, trying to anticipate problems, trying to anticipate what will be hard for students to grasp, all of that really excited me and I really truly loved it.

Having been a part of the teaching profession during the last eight weeks, Wanna stressed that she has certainly developed positive feeling about being a teacher. Her attitude toward the teaching profession became more positive than previously. She asserted:

I am proud of being part of the teaching profession. The experience made me feel good about becoming a teacher. I have a strong desire to become a teacher. I would really love to be a teacher. Actually, when I first started student teaching, I had about 50% confidence in my ability to teach, but right now, I have as much as a 100% confidence of being a good teacher.

Regarding the development or changes as a result of student teaching experience, Wanna maintained that throughout the course of her student teaching experience, she could see or feel herself change in the positive direction in many ways:

I believe I became more mature, meticulous, thoughtful, and responsible. Student teaching helped shape my personality. My attitude toward learning has changed. For instance, I used to hate learning about Thai grammar, because it deals with memorization. But when I did my student teaching, I had to teach it. So I had to study to make myself understand it before explaining it to the students. As a result, I learn more. When I was going through my junior year in college, if I didn't like the subject, I was always reluctant to learn about it. I didn't care whether I would have the knowledge or not. But after becoming a student teacher, I developed a fondness for reading and learning. Obviously, I think I have better teaching skills and have more confidence in my presentations. I have also become a more knowledgeable person.

Student Teacher Three: Rarin

Rarin was placed in North Secondary school in Chiangmai, Thailand, which serves a student body of 1,400 drawn from some of the lower socioeconomic sections of the city. The mix of students ranges from middle class to the lowest economic levels. Rarin was placed with one of the nine Thai language teachers in the school, who taught 10 periods of Thai language to two different classes, with Mrs. R as a cooperating teacher.

Mrs. R is in her early forties. She has been teaching in the secondary school for 13 years. She is quiet, structured, and soft-spoken. She was happy to have a student teacher and was willing to support her student teacher as much as she could. Working with numerous student teachers from Chiangmai Teachers' College for many years, she made an interesting point that all student teachers from this college have the same personality. She noted, "One thing that I notice about student teachers from Chiangmai Teachers' College is the fact that they all have the same personality.

They are quiet and passive." However, Mrs. R said she had confidence in Rarin's ability to teach and to transfer her experience from her college classes to the secondary school classroom. She said she would allow Rarin the freedom to test a variety of teaching strategies and to develop her own teaching style.

Near the beginning of her student teaching experience, Rarin said she was worried about her role and responsibility as a student teacher. She was also confused because on one hand she wanted to teach, but on the other hand she was nervous. She was not sure whether she was capable or not. She wondered if the students would accept her as a teacher and as a knowledgeable person because she and her students were almost the same age.

Listening to my college supervisor, it seems like I'll have many things to do. I'm worried about teaching because I am not sure whether I can do it well or not. I am worried about my role and responsibility that I'll have to take. I want to teach, but at the same time I am nervous. I don't know whether the students will accept and consider me knowledgeable, because I am not much older than they are.

Prior to her student teaching experience, Rarin believed the college methods classes would help her teaching, because she had learned the content of the subject area and pedagogy, as well as the application from her methods class instructors throughout the course of her formal college training. She anticipated that most of her methods classes, especially Thai language courses, would serve an important purpose in preparing her for teaching. She hoped she would be able to transfer the concepts she had learned from her methods classes to her teaching. She stated:

Seeing my college instructors teach, I get some ideas about how I am going to organize my teaching. The methods classes make me knowledgeable. I really admired the transmission of knowledge model I

observed in my freshman through junior courses. So I think I will be able to apply the things I've learned to my presentations.

In addition, Rarin reported that she credited some methods classes where the theories and practice were integrated and the students were given the opportunity to think, to express, and to present their ideas regularly. Rarin noted that some language courses, such as literature study courses, provided applications about how to organize and present ideas systematically. In consequence, Rarin believed they would be very helpful in her teaching. She stated:

When I took literature study courses, my instructors would start the unit with the romantics and go through modern literature. And the thing I like, the system was not only that it was organized, but they were not teaching a short story unit and a poetry unit separately. Instead, they were teaching the whole unit, . . . all together.

Prior to her student teaching experience, Rarin viewed literature study as an important aspect of Thai language. She valued the study of literature and advocated a historical or chronological approach to literature study. She reported that for literature as a teaching task, she would feel most confident because she believed she could adopt both the content and the approach she had learned from her college literature courses. She said:

Personally, I like to study literature and I like to study it as if it were history. It is good that my college instructors made history and literature go hand-in-hand. I like this approach, and I plan to do it the same way. The literature study courses that I took really gave me some ideas and some applications that will help me design, implement and organize my instruction. I'm glad that I took those courses. I hope I will enjoy discussing with students ideas that go well beyond the text.

Although prior to her student teaching, Rarin always valued many of her methods classes which provided her some useful ideas about how to teach, she

sometimes reflected negative attitudes toward some of her college instructors' approaches, especially those instructors in the Thai language department who taught in a traditional fashion:

Some of the college instructors rely too much on the texts and ignore student involvement. Their approach to the Thai language is centered on the lack of connections between the lessons and our daily lives. As a result, the class is boring, and students are not motivated to learn. I don't think I'll adopt this approach to my teaching. I'll do it differently.

After the end of her student teaching experience, Rarin reported that she tried to implement what she had learned about teaching students from some of her methods classes in the lessons she had to teach. She had used writings, group work, and various active participation techniques to try to involve and keep everyone interested. She noticed that when she implemented such strategies and techniques, her classes were livelier and students certainly seemed to be getting more out of what went on. She maintained that some of the methods courses really helped her in teaching:

My reading courses at the college helped me a lot in terms of learning how to teach. Some of my instructors were excellent, and they really showed us neat techniques for teaching reading in fun ways which allowed us to incorporate things in such a way that the students didn't even realize that they're reading.

According to her journal of August 10, 1992:

Today the students were particularly excited, because of the "teen readers program" which I had set up. I had the students present the news and advertisements at the front of the class. The class was so lively once the presentations started. They said they liked the activity and they had a good time. During the presentation, everybody laughed. I think it's a good idea to provide this kind of activity to lessen tension, because everybody enjoyed the lesson. And they learned a lot as well.

Throughout the course of her student teaching experience, Rarin found that lessons that actively involve students, that are well-prepared and geared to an appropriate instructional level minimize management problems. As a consequence, Rarin focused upon widening and strengthening the pedagogical repertoire in order to manage students' behavior. She stated:

I was aware of things that were important to the students and somehow tied in that with my lessons and made things fun for them. I tried to do a lot of fun activities where they didn't even know they were actually learning. I tried to bring in a lot of things that would get students' attentive, a lot of visuals and hands-on experiences. I had learned in my methods classes that when the students were actively working, there's less of a chance to misbehave. And that was true. I found from my student teaching experience that it was true.

Because of her strong belief in providing hands-on experiences that were both fun and instructive, Rarin gradually began to experience success with the students. Rarin reflected that the hands-on experiences helped the students increase their language facility by strengthening their understanding of concepts while simultaneously helping them realize the instructional objectives by giving them opportunities to see and do rather than merely listen to the spoken word. Throughout the course of her student teaching, Rarin found that her students could learn better when they were taught in ways that were instructionally appropriate and responsive to their needs.

Rarin viewed hands-on experiences as helpful for classroom management. In her journal on August 26, 1992 she wrote:

The lessons went so much better, so much smoother because the students were doing something. They're not just sitting there looking at me, they were actively involved and they liked that. I think students love to be involved. I can take the students who don't like to cooperate by putting something down in front of them and they react to it.

Rarin believed in the use of hands-on experiences and that belief guided her planning throughout the course of her student teaching. This was especially true in the area of Thai language, where she used games. She explained her rationale for her conviction regarding hands-on activities:

When I taught I really focused on being involved because I noticed that when the students had something to do with their hands, they always paid attention to what they're doing and they learned better. They could read for an hour and had no idea what they read an hour later. Or they could listen and they forgot what they heard afterwards.

She recorded in her journal of September 4, 1992:

At the beginning of the class, I was so tired and I felt like yelling at the students. They talked among themselves all the time. Although I talked to them very nicely, they didn't listen to me. Finally I got an idea. I had them play two sets of language games. This time it worked! They stopped talking and concentrated on the game. The climate became better.

Her journal entry on September 8, 1992 reads:

It's extremely fun. I provided the language game for them to play. They were very enthusiastic once they knew they were going to play the language game. Everybody competed and tried to be the winner. The class was very lively and they all behaved well this time.

On September 9, 1992 she noted:

Today the students asked for the game again. I didn't want to disappoint them. I immediately responded to their needs. (In fact, I had already planned for it.) Once I responded to their needs, they were excited. They actively participated in the activity. This time I had them write on the chalkboard. Every thing went well. My headache was gone as well.

Besides speaking of using hands-on experiences as instructional aides, Rarin spoke of using visuals to help the students grasp the concepts more readily. She said

when she taught, she tried to bring in a variety of visual materials as shown in her statement:

I tried to use a lot of visuals because I had found that the students responded and learned more from visual things. I tried to use the chalkboard a lot. I used the charts, the word cards, the sentence strips and the pictures a lot, too. I think they needed something concrete to either play with or look at; I found those things worked the best for me.

On August 6, 1992 she wrote in her journal:

Today the students were very excited because I gave them the chance to write on the chalkboard. I had them write the vocabulary words they had previously read on the chalkboard. Everybody competed with each other to write the vocabulary words on the chalkboard. It appeared that everybody enjoyed the activity. So did I!

On one occasion the researcher observed that when Rarin was teaching the unit on idiom in Thai language, she first assigned five pages to be read silently in the students' textbook and five idioms to be defined. The students appeared to begin reading immediately and while they were reading, Rarin wrote the five idioms to be defined on the chalkboard. After several minutes Rarin began a discussion of the idiom words (or phrases) by calling on various students to define the idiom in his/her own words and then to use it in a sentence. Rarin continued this activity until everyone in the room had a chance to participate. She then instructed the students to work with a partner in order to brainstorm the definition of a list of idiom words (or phrases), which the two of them could remember from the five pages they had just read. When students had had enough time to generate a list, Rarin began a discussion of the sections the students had just finished reading. When the tone sounded

the end of the period, Rarin told the class that they would continue their discussion the following day and then dismissed the class.

Another observation of Rarin's eighth-grade classes involved a unit on idioms in Thai language. The observation revealed Rarin's approach to the teaching of Thai language by using hands-on and visual materials. After Rarin reviewed the lesson from the previous day for five to six minutes, she asked for volunteers to help her post the strips of Thai idioms and their definitions on the chalkboard. Then Rarin asked for other groups of volunteers to draw the line to pair each idiom with its definition. Rarin motivated everyone to participate in the activity. After every idiom was paired, Rarin began a discussion of the pairs. Then she directed the students to record in their notebook the idioms and their definitions. Next, Rarin asked for volunteers to help her post another set of idiom strips and their definitions on the chalkboard. Then she asked for volunteers to put each idiom and its definition into correct pairs. After finishing the activity, she invited the class to comment on the pairs.

Although Rarin valued many of her methods classes which were helpful for teaching throughout the course of her student teaching experience, she reflected that some of the methods classes did not help her in teaching as much as she had anticipated. The classroom situation, environment, and climate in the secondary school classrooms was different from what she had been prepared for. She asserted:

The methods classes did not prepare me for the problem at hand. For instance, I planned to organize the group activity, but once I directed the students to form groups of about five to six people, the class became disordered immediately. The students walked around the

classroom, and talked among themselves as soon as they turned toward each other. Therefore, instead of having them form the groups of five to six people, I had them work in pairs, so they would not talk too much and everyone would have an equal number of jobs to do. In consequence, I had to change the activities and teaching strategies that I had planned.

In addition, Rarin noted that she didn't see the usefulness of learning some aspects of Thai language courses, because they could not be applied to her teaching. For instance, learning about traditional grammar and ancient languages no longer used in communicating does not connect to daily life. Besides, most of the traditional grammar and ancient language courses were taught in traditional fashion, and students were not given the opportunity to come up with their own ideas on creating things. Instead, they were expected to take notes, memorize, and take tests. In terms of incorporating teaching strategies and techniques, Rarin commented that her college instructors expected that all student teachers would adopt the instructional strategies and techniques in the methods classes to their classroom teaching despite the fact that they were too complicated for secondary school students to understand and to participate in activities. Rarin stated:

Some Thai language courses, such as traditional grammar and ancient languages (Bali and Sanskrit languages) were not useful, because they could not be applied. As a matter of fact, we don't use those languages today when speaking and communicating. In terms of teaching strategies, sometimes I wanted to create the activities and teaching techniques on my own, but my college instructors emphasized that we used the teaching strategies and techniques they taught us although they didn't fit in with the actual situation and they were too complicated for secondary school students to understand.

Her journal entry of August 18, 1992 reflects this concern:

Today I taught the students to write an essay on the topic "My future" through the process called the "Synectics Model." It's the writing technique that I had learned from the methods classes. At first I was excited because it was the first time that I tried this technique. I was not sure whether the students would understand the process of writing an essay through this technique. When I started explaining the process of "Synectics Model," the students were confused although I tried to explain to them as clearly as I could. The students could not understand the process, and they couldn't write an essay following the steps of this technique. It was a complicated process and they had to think deeply.

Rarin recalled the first few days of her student teaching experience, noting that it was a struggle, but an impressive experience. She noted that she was nervous while she was standing in front of the students. She didn't have confidence in her presentations and she felt uncomfortable to be observed by her cooperating teacher and her college supervisor. In addition, she reported that during the first week of her student teaching experience, her teaching was not smooth. She was also struggling to adjust herself to the new setting. However, she said she was impressed by the students' attentiveness and excitement:

My student teaching experience at the beginning was a struggle. In the classroom I was nervous. I lost my confidence when I stood in front of the students and found that everybody was looking at me. I didn't even know what I was talking about. My presentation was not smooth. But I was impressed that the students were attentive. After class, they came to me and told me that they were excited at having me as their new teacher.

Near the beginning of her student teaching experience, Rarin reported that she felt she was not ready to teach although she had gone through the process of preparation from her first year through her junior years. She maintained that in terms

of the preparation provided by the college, she was well-prepared, but in terms of her personal feelings, she was not ready for her student teaching assignment:

In fact, I have done a lot of presentations and I have practiced teaching in class with my college instructors and my classmates for many times. I have done three previous field experiences from my first year through my junior year in college. I also have my lesson plans ready to be taught covering every unit throughout the course of my student teaching. I think I'm pretty well-prepared in terms of the preparation process. But in terms of my personal feelings, I will never feel ready for it.

After the end of her student teaching, Rarin reflected that most of the lesson plans she had prepared before her student teaching experience were not practical for classroom use. She said she had to readjust them every time before teaching. She had to be flexible with her lesson plans and with the classroom situation. Her lesson plans could not be rigid, but had to be flexible to fit any situation. She stated:

Most lesson plans I had prepared before my student teaching quarter were not clear enough. They lacked details and were difficult to understand, especially many of them that I didn't design myself. When I was to teach each unit, I had to study the content of the unit in the text and readjust the lesson plans that I already had. Mostly I changed the activities. I tried to make them creative and I tried to make them easy for students to understand and participate.

Rarin reported that when she taught, she tried to bring in some outside experiences which were pertinent to the students. She said she spent a lot of time in the evenings and during weekends reading and preparing for her teaching. Rarin reflected that sometimes she felt she didn't do well teaching. The activities were too complicated for the students to understand. Consequently, they couldn't do the activities. She noted that if she had a chance to teach the unit again, she would do it better. She would redesign her lesson plan and implement the teaching strategies and

techniques, including activities which would be more practical and more appropriate for the level of the students' abilities. She would make the lesson plans easier for her to understand and teach. She stated:

Sometimes my teaching was not good. It was not smooth, because I always forgot what I had planned to cover and have the students do, especially for some activities. If I could do it again, I would make my lesson plans more practical. I would also change the activities to make them easier to understand. I think I could do it better and I would not forget to cover everything that was on my lesson plan. I would jot the topic and activities that I expected to cover in my notebook in order not to forget the things and the plans that I had in mind.

Throughout the course of her student teaching experience, Rarin vowed that she wanted to be a good teacher who could help students learn. When she taught, she wanted to relay all the knowledge and information she had to her students as much as she could in order for them to learn. She said, "I want students to be even more knowledgeable than myself". She noted that not only did she want her students to learn, but she also expected them to be able to apply their knowledge to their daily lives, particularly in communicating. Her overall goals for students, therefore, were concerned with the usefulness and practicability of the Thai language and the connection to students' lives. She stated:

I wanted my students to see the usefulness and practicability of Thai language and why it is important to their everyday lives. I wanted them to understand why picking up a good book can really change the way they think. I tried to make it connect to their lives. And if the students can see that it is, they'll enjoy it much more and know that it's important and meaningful to them.

Rarin reported that during her student teaching experience, she helped her students learn by helping them individually when she assigned them class work. She

also taught them one-on-one when they didn't understand the lessons and assignments by providing extra time during her free time. In the afternoons, she stayed after school hours to help students prepare for the exam.

After the completion of her student teaching assignment, Rarin reflected that the experience that she encountered during her student teaching was different from what she had expected prior to her student teaching:

Prior to my student teaching, I didn't expect that the students would learn from me, because it's my first time teaching and I was not sure that I would have enough knowledge about the content to teach them. Therefore, I didn't expect that students would accept and respect me as one of their teachers, but throughout the course of my student teaching experience, I found that the students gave me the attention, acceptance, acknowledgement and respect. They treated me as though I were their real teacher.

To the contrary, prior to her student teaching, Rarin expected to receive attention, support, advice, and good supervision from her college supervisor. In fact, her experience with the college supervisor throughout the course of her student teaching assignment was somewhat negative. She reflected that she was unhappy with the college supervisor's infrequent and unannounced visits during her student teaching experience. The college supervisor visited her twice, but observed her in the classroom only once during the eight weeks of her student teaching assignment at the secondary school. Besides, during both visits, Rarin said the college supervisor criticized her for whatever she did. Without explaining the reasons, Rarin was confused, disappointed, and discouraged. Consequently, she did not know what she shouldn't have done and what she had to do. Rarin commented that the college

supervisor mentally frustrated her. She was displeased with what she termed her college supervisor's "lack of supervision." She stated:

I felt like I was ignored by my college supervisor. During eight weeks of my student teaching experience, she visited me only twice, but observed me in the classroom only once. Actually, I really wanted some feedback from her. I had many things that I wanted to ask her, but she reacted as if she didn't want to respond. I was so disappointed because she blamed me on everything. I didn't even know why I was blamed. She never told me what she wanted me to do. I didn't know what I needed to improve and how I could improve myself. That was very discouraging. Later on, I quit expecting to get support, advice and supervision from her. I just worked it my way and tried my best on my own.

After the end of her student teaching experience, Rarin reported that she learned a great deal during student teaching. She viewed student teaching experience as a good preparation and good foundation for her to become a good teacher in the future. The student teaching experience gave her some ideas about how to improve her teaching skills. Besides, she believed she could apply what she had learned from the student teaching experience to her daily life and to her life-long learning. She stated:

I enjoyed teaching and I was very happy when I taught. I feel a lot more comfortable about it now. I learned a lot during student teaching assignment about teaching Thai language. I learned it as I taught it. This experience gave me some ideas about how to improve my teaching skill from my mistakes and weaknesses. Even if I may not get a teaching job, this experience is still useful and worthy for me because I can apply what I have learned during student teaching to my daily life. I can also transfer the knowledge I have gained from this experience to my learning, because I will be learning for the rest of my life.

Although, prior to her student teaching, Rarin reported that she always wanted to be a teacher, after completion of student teaching Rarin revealed that her attitude

toward the teaching profession had changed. She said if she had other options, she would rather choose a job in the area of mass communications. She pointed to her college supervisors' supervision as her main reason for not wanting to be a teacher.

She stated:

In fact, previously, I always wanted to be a teacher, all the way through. My desire to be a teacher was as much as 90%. Right now, I only want to be a teacher as much as 60-70%. Not because I don't like it, but because of unimpressive supervision. Every time when I think about my college supervisor, I feel tired and discouraged. I don't think I can be a good teacher if I encounter the same situation [in the future]. If I have a choice, I would find a job in the area of mass communications rather than become a teacher.

However, Rarin reflected that she was proud to be a part of the teaching profession. She said she might want to be a teacher if there wasn't a college supervisor controlling her thoughts and her actions. She stated:

In fact, forgetting about the experience that I had with my college supervisor, I was excited about the student teaching experience and I learned a lot. Sometimes I even felt I was a real teacher in this school. After graduating I might change my mind and my attitude and want to be a teacher again if I can forget the negative experience that I had with the college supervisor. I think I will want to be a teacher if there isn't the college supervisor controlling my thoughts and actions. I'll feel more comfortable if I can organize my teaching, manage things on my own and take my own responsibility. If I become a teacher, I know it will be meaningful to me, to my life and to the students' lives. It is a good profession because everyone admires and respects teachers. Particularly, if I teach in a remote area, it'll be even more meaningful to me.

According to Rarin, student teaching experience had a significant effect on her development and changed her in many ways, as shown in her statement:

Obviously, I have better teaching skills compared to when I first started doing my student teaching. I have more confidence in teaching. My teaching became more spontaneous and smoother. Apart from the

development in teaching skills, I also see myself changing in personality and in some qualities. I became more mature, more responsible and more patient in the way I think, express myself, and do things. I think I have a better interpersonal skills as I feel more comfortable interacting with people of different backgrounds, different attitudes, and behaviors. I believe frequently planning for teaching enhanced my thinking, planning and problem solving skills. I also became more knowledgeable because I had to study harder, and read and research more to be able to relay knowledge and information to my students.

Her journal entry of September 10, 1992 reflected the development in her teaching ability:

Little by little, my confidence has been built up. Now I have a lot more confidence and I learn a lot more about teaching. I can teach better and smoother. I am pretty good at getting students interested and involved in the activities and in the teaching/learning process. I am happy that I can do it better. I am really happy about my improvement. And I am proud too!

Rarin stressed that although her student teaching was over, she would maintain those good qualities that had taken place as a result of her student teaching experience. She would continue being responsible and diligent. She would adapt her personality and behavior properly as well as plan to better her academic life.

CHAPTER V

CONCLUSIONS AND IMPLICATIONS

In analyzing the data from this study, the researcher developed three working hypotheses concerning the methods of teaching which were used during student teaching experience and the developments or changes that occurred as a result of student teaching for student teachers. The working hypotheses are presented in the following sections, accompanied by descriptions of some of the principal conclusions drawn from analysis of the data. Finally, important implications for teacher education and future research on student teaching are examined.

Conclusions

Working Hypothesis One

Formal college training plays a more influential role in student teachers' methods of teaching than student teachers realize.

The student teachers stated that they had learned more about teaching from the student teaching experience than they had from their college methods courses. They found it frustrating that the teaching strategies and techniques they had adopted from their college classrooms were less successful with secondary students. They also

found it difficult to anticipate students' knowledge levels and potential difficulties with the Thai language. For them, experiences in college methods classes provided them with unrealistic strategies for secondary classrooms and conceptions of teaching more suited to higher education. Therefore, instead of relying upon college Thai language courses as sources of instructional strategies, the three student teachers reported that they needed to adapt the teaching strategies to the different purposes and students of secondary school Thai language education. Further, their expectations of students suggested the difficulty of making the transition from college courses to secondary classes. The three student teachers tended to feel that their college methods classes did not help them prepare for the reality of student behaviors and discipline problems.

However, the results of this study indicate that formal college training plays a more influential role in student teachers' methods of teaching than the student teachers realized. One of the important findings was that each of the student teachers gained confidence as a result of their formal college training. Near the beginning of their student teaching assignments, they felt they were not ready to teach. Then they gained confidence as they became familiar with the classroom setting and could recall what they had learned from the methods courses. In fact, such feelings could be considered normal to any student teachers who were going to take full responsibility as teachers for the first time. The student teachers believed that they were well prepared to teach as a result of taking the methods courses or as a result of formal college training. Also, the methods courses were seen as giving the student teachers

a variety of ideas to select from and for purposes of reference. In addition, the student teachers referred to what they remembered the most from the courses that they discussed, the roles they played in class, or the techniques that their instructors modeled.

The results of this study also indicate that formal college training helped the student teachers rethink their subject matter from an explicitly pedagogical perspective and clarify the relationship between the discipline and the school subject. The data from the study suggest that when subject-specific coursework provided a theoretical framework about how students learn to write and to appreciate literature, the student teachers interpret student responses and difficulties and plan for instruction on the basis of this framework. Contrarily, without help in interpreting this classroom experience, the student teachers may learn to blame the students for their difficulties, rather than rethinking their own assumptions about a teacher's responsibilities to reach a wide range of students.

The data from classroom observations, student teacher journals, and lesson plans suggest that much of what the student teachers espoused and incorporated into their classrooms was the result of their formal college training. There was evidence that the student teachers drew ideas and activities from the methods courses taught by their college supervisor and a few instructors in the semesters prior to their student teaching, and incorporated them into student teaching instruction. It is clear that their ideas were taken directly from activities and instructional strategies introduced in the methods courses.

Working Hypothesis Two

Student teaching experience affects student teachers' attitudes toward teaching.

The data suggest that student teaching experience affects different student teachers in different ways. Changes in attitudes do not follow the same patterns for all student teachers, but may depend upon personal characteristics, subject matter preference, and situations at work.

Nida and Rarin had somewhat similar experiences. They both came away from the experience with more cautious feelings about their desire to teach. Because Nida discovered in the teacher's role, and the amount of work and responsibility involved in teaching, something different from what she had expected before her student teaching, she left student teaching feeling frustrated, determined to reevaluate her desires for a career choice. Rarin experienced a drop in attitude toward the teaching profession because her association with her college supervisor was negative to what her expectations for this relationship had been. In addition, she did not reach the point where she felt that she had fully attained her goals or felt a sense of autonomy and freedom. On the contrary, Wanna reacted to the realities of teaching differently. She experienced an overall increase in positive attitude toward teaching. She developed her desire to become a teacher even more strongly. For Nida and Rarin, they wanted to become a teacher if they would have more freedom to think, create, experiment, and manage things on their own. Although none of the subjects

had conflicts concerning their communications with their cooperating teachers, they all saw themselves in the role of junior partners. Their interactions with their cooperating teachers were always pleasant, but distant.

Working Hypothesis Three

Student teaching experience has a powerful impact on the development of student teachers as teachers and as individuals.

The three student teachers were observed moving through stages of professional development. The results of this study indicated that at the beginning of their student teaching experience (between July 28 and July 31, 1992), the three student teachers tended to focus on "survival." They were concerned with classroom management and discipline and whether or not their students liked them.

In the mid point of their professional development (between August 24 and August 28, 1992), the three student teachers focused on the teaching strategies. They were concerned with the content they were to teach, instructional strategies, and resources. They tried to vary their teaching styles rather than teaching in one way all the time. They were able to work with large groups and small groups. They provided activities that were structured differently, depending upon the desired goals of the lesson and the needs of the students. They were able to provide direct instruction at times, while at other times they assumed a less dominant role, dependent upon the intended outcomes. They not only learned how to do each of these teaching tasks; they also learned when to use each appropriately.

The three student teachers made numerous decisions about what to teach, the desired goals of instruction, and how best to attain these goals. Their ability to seek alternative teaching strategies and their willingness to reflect upon their lessons and use the insights thus acquired for future planning were indications of their development as potential teachers.

In the final stage (between September 21 and September 25, 1992), the three student teachers focused on the students they were teaching. They were concerned with the needs and abilities of the students and with student learning.

The three student teachers attempted to seek to understand their students' unique needs and ability levels when they planned and prepared to teach. Their major focus was on the students and their reactions to them. They found that when their lesson plans were based on students' needs and ability levels, they could teach better. To help obtain the educational goals of their students, the student teachers tried to employ a variety of instructional strategies and materials. The development of a broad pedagogical repertoire was considered essential for their teaching, because it was the means by which subject matter knowledge was transformed into learning experiences for the students.

The data from classroom observations of the three student teachers indicate that some of the subthemes related to pedagogical knowledge included the use of hands-on activities, visuals, the ability to make learning purposeful and relevant by drawing upon students' needs and interests, and providing students opportunities to

interact with one another around instructional topics, rather than having them work exclusively alone.

The results of this study indicated that as they struggled to teach their subjects in ways that made them meaningful to the students, they drew upon the growing familiarity with classroom management techniques, the context, the curriculum, pedagogical concerns, and with the students. Their understanding of the nature of the subject matter, as well as their substantive knowledge, were increased by their student teaching.

The data from interviews with the student teachers in the study indicated that there were several kinds of changes that occurred for the three student teachers. Generally, the three student teachers came into the experience well prepared, but lacking in confidence and often lacking the skills to implement their preferred pedagogies effectively. Furthermore, although they entered student teaching with a background of three field experiences, the shift to full-time status in a school as student teachers resulted in a more realistic perception of the work of teaching and of the teacher's role. In addition to gaining a more realistic perception of the job of teaching, the student teachers grew increasingly comfortable with their initial positions, more confident in their abilities to handle a classroom in their preferred styles, increasingly less fearful of the potential threat posed by observations and the evaluations of their teaching.

Analyses of interviews with the cooperating teachers and the college supervisor indicated that the three student teachers had worked out reasonably well, although

they had not articulated, ideas regarding their purposes and intentions in the classroom. For the most part, they had notions about themselves as teachers, notions about what worked for them instructionally, notions about students in general, and ideas about the school setting and themselves in relation to that setting, as well as notions about the instructional content that would allow them to fulfil their goals.

In general, the student teachers in this study rated their student teaching experience as having had a very powerful impact on their development as teachers and as individuals, each of whom became more mature, more knowledgeable and more personable. In addition, Nida felt that her attitude toward learning had changed as she became more enthusiastic about learning. Wanna reflected that she became more responsible, meticulous, and thoughtful. Rarin believed she became more responsible and had developed her teaching, interpersonal, thinking, planning, and problem solving skills.

Implications

Teacher Education Programs in Thailand

The results of this study suggest that both formal college methods classes and student teaching experience are invaluable in the development of student teachers' methods of teaching and professional development. Analysis of data reflects that there are two important components that should be incorporated into both college methods classes and student teaching experience if these experiences are to be

meaningful and contribute to a student teachers' professional development and maturity. These components are autonomy and reflection.

If student teachers are to benefit from both college methods classes and student teaching experience, then teacher educators in Thailand must make greater effort to provide them with environments which foster autonomy and encourage them to reflect critically on both methods classes and the student teaching experience. Autonomy reflects independence and uniqueness. Autonomous environments in which student teachers are not only able to take control of the classroom but also with respect to their own learning, enable student teachers to experience a variety of instructional and management strategies and to develop their own styles of teaching.

This study suggests a need for teacher educators in Thailand to give student teachers autonomy and responsibility for the teaching/learning process and then support their actions, decisions, and judgements. Teacher educators must give student teachers an opportunity to learn from practical experiences by allowing them the freedom to explore and test a variety of instructional strategies which reflects their formal college training and student teaching experience.

Certainly, it is not easy for those involved in teacher education programs in Thailand (e.g., the cooperating teachers, the college supervisors, the college instructors) to relinquish control and provide student teachers with autonomy. Their tendency is to protect student teachers from making the same mistakes that they have made and to insist that the student teachers adopt what they have taught them to do. Additionally, teacher educators in Thailand need to recognize that some degree of

autonomy is necessary if the student teachers are to take control of their own learning and professional development. On the other hand, teacher educators in Thailand need to realize that too much autonomy can result in frustration and hold back the student teachers' professional development.

Reflection is the other component, which goes hand in hand with autonomy. Reflection is the means through which student teachers can make connections between college methods classes and student teaching experience. For example, student teachers analyze how knowledge is represented in lessons and curricular materials and review students to discover how they make sense of particular lessons. Reflection is systematic inquiry into one's own practice to improve that practice and to deepen one's understanding of it. Without reflection, the student teachers cannot change their practice in a controlled or deliberate way. Certainly it is through reflection on their own teaching that the student teachers can be helped to see the need for ideas from other sources. Learning to reflect must be an important goal for student teachers, since it is through reflection on their own teaching that they will improve with experience and be able to continue learning.

Thus, reflection on one's own practice has two main functions. First is to develop student teachers' immediate understanding of their own problems and needs, in order to give direction and purpose to their search for helpful ideas from other sources and their newly developed ideas. secondly, the benefits of reflective thinking are long-term, which involve guided practice in the skills and habit of reflections.

These skills and habits will be increasingly valuable, and help teachers to become independent, as they become more experienced practitioners.

Autonomy without reflection does not enable student teachers to learn about or understand the student teaching experience. Autonomy, accompanied by reflection, can help student teachers gain insights from their student teaching experience. Therefore, the challenge for teacher educators in Thailand is to develop courses and assignments that encourage student teachers to examine and to freely explore their beliefs, values, past experiences and teaching strategies or techniques; that provide them with the necessary freedom to take risks and resolve conflicts and problems they encounter during student teaching experiences; and that provide them with the opportunity to reflect critically on the teaching/learning process.

These findings of this study clearly indicate that the three student teachers' methods of teaching were centered around their students. While it is unclear when or how the three student teachers arrived at their present level of professional maturity, it is likely that the student teaching experience, which was a unique and integral part of this teacher education program, had a significant impact upon their professional development and maturity.

The three student teachers' knowledge of their students in general and of their needs and abilities in particular determined to a great extent what and how they taught. While they were cognizant of the Thai language curriculum and of their own deficiencies in the Thai language content area, they were not the driving forces behind their student teaching. For example, they presented the same content in

different ways for different classes. The three student teachers found it necessary to provide the students who were slower with more practical examples related to their experiences. On the other hand, they provided more abstract concepts or ideas and independent work or assignments to the students who could grasp the concepts faster.

The findings from this study suggest that methods courses, student teaching experience, autonomy, and reflection all contribute to student teachers' professional growth and development. It seems logical then that teacher education programs in Thailand need to take steps to assure that necessary conditions are present both in the methods classes and during field experiences, particularly student teaching experience, which facilitate autonomy and reflection. But in order to do this, several questions must be answered in order to increase teacher educators' understanding of the relationship between and among autonomy, reflection, methods courses, and student teaching experiences.

Implications for Future Research

The intent of this study was to determine the student teachers' methods of teaching and developments or changes that occurred as a result of student teaching from the viewpoint of the student teachers. The study accomplished its goal, but may not have provided definite truths that can be considered common to all student teachers and circumstances. However, the study described the methods of teaching during the student teaching experience and the effects of student teaching upon three student teachers in Thailand. They revealed as much of their views and experiences

as they allowed the researcher to interpret for them. To provide further insight into the findings of this study, the following recommendations are provided:

- 1) The role of college courses in preparing student teachers for active instruction needs to be examined. What specific information, skills, or activities from college courses do student teachers incorporate into their practice?
- 2) The relationship between the practice of student teaching and formal college training needs to be examined in greater depth. What are the specific links between what student teachers do during planning and instruction and their college coursework? How is reflection incorporated into the teacher education program in teachers' colleges in Thailand as a whole, and into particular college courses? Does a student teachers' formal college training have a direct relationship to autonomy in the classroom? If so, what is the relationship between formal training and autonomy?

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APPENDICES

Appendix A

Interview Guides

Interview 1

- How did you become interested in becoming a teacher?
- Now, it's the time for you to do student teaching, how do you feel about it?
How would you describe your feelings right now?
- What role do you expect to play while you are doing student teaching? (Are there any particular things you expect to have to do?)
- What are your expectations about how the student teaching will affect you personally?
- What do you hope to get out of the experience?
- What are some of your overall goals for students?
- Do you think you are prepared well enough to teach?
- Do you think the methods classes will help in teaching? If so, then how?
- How will you prepare to teach each unit in your classes?

Interview 2

- Talk about the first few days in the classroom. Have there been any memorable experiences?
- What aspects of teaching did you feel most confident about?

- If you could change one thing about your undergraduate preparation for teaching, what would you change?
- How did the methods classes help you in teaching?
- How did you prepare to teach each unit in your classes?
- If you were to teach the unit(s) again, would you change anything?
- How is it meaningful to you to be a teacher?
- How was the student teaching experience different from what you expect?
- How did the student teaching experience affect you personally?
- What changes in yourself do you see or feel as a result of the experience?
- What would you say you got out of experience?
- During the last 10 weeks you've been a student teacher, what kind of feelings do you have about having been a part of teacher profession?
- How do you think this experience will affect you when you return to your college?
- Which of the things you experienced this period will carry over to your student life?
- What plans do you have to change anything or do anything differently as a result of this experience?

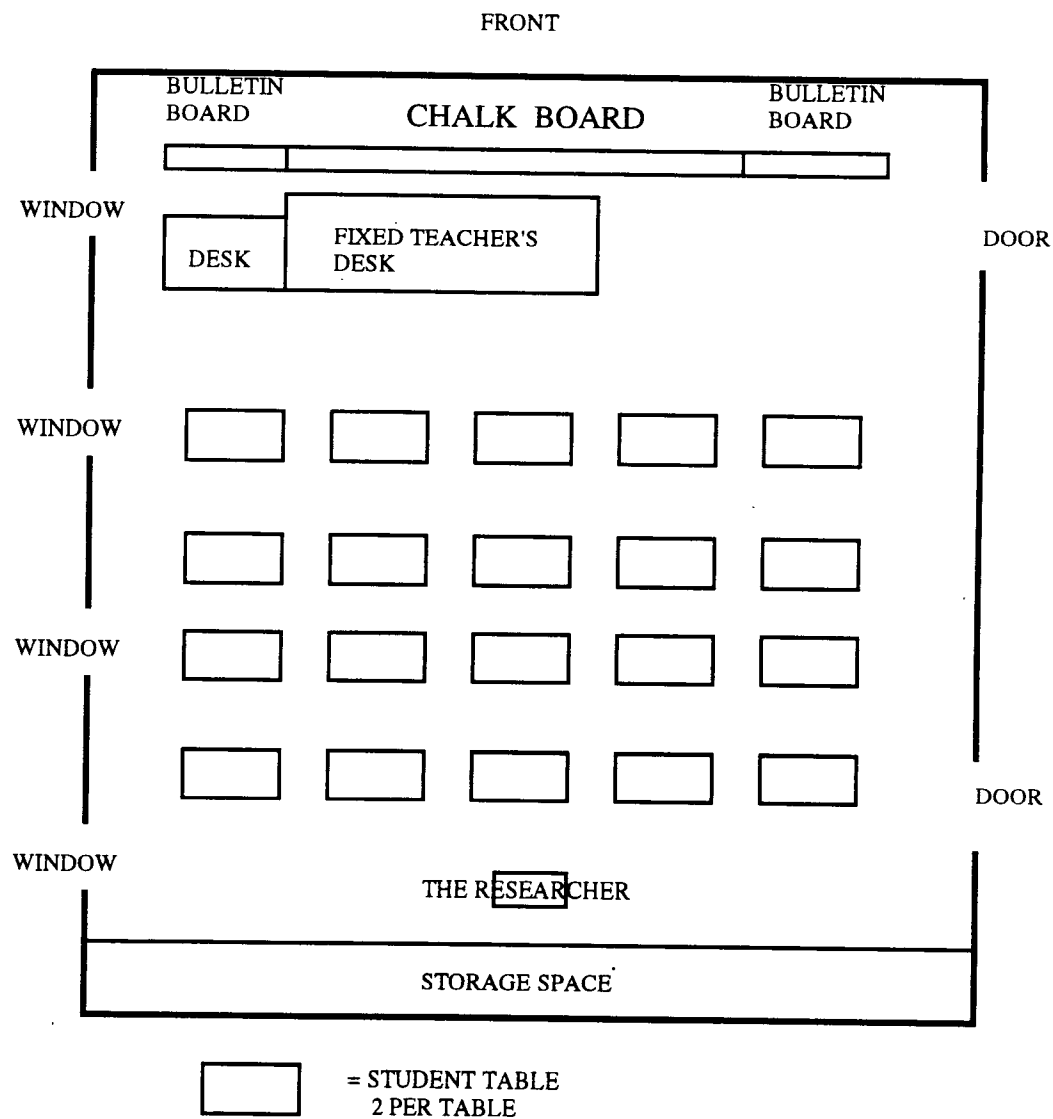
Observational Questions

- What is the average class size?
- Is the class heterogeneously or homogeneously grouped? If the latter, what is the criterion for such grouping?
- What is the ability range of the class as measured by objective tests and past grades?
- How would the atmosphere in the classroom be characterized?

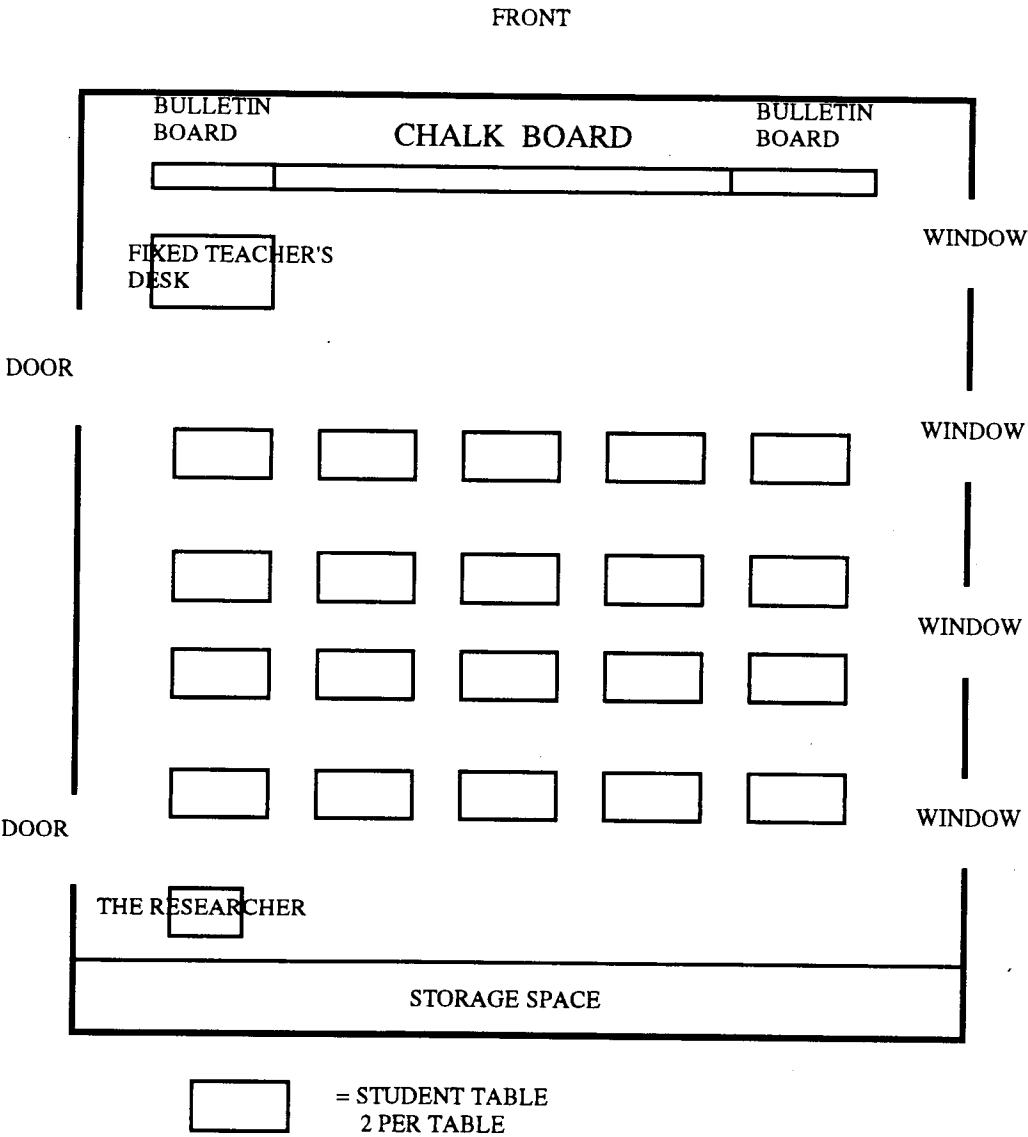
- How has the teacher organized the class?
- Does the classroom procedure optimizing cooperation or competition? How often do students work on group projects?
- What kinds of group work activities are provided?
- What role does the teacher play during group activities?
- Has the teacher prepared materials for use during free time?
- How much time does the teacher spend on preparing materials?
- What kinds of curriculum materials are used (i.e., texts, other readings, games, etc.)
- Does the main instructional materials revolve around the use of texts, with other materials used for "enrichment?"

Appendix B

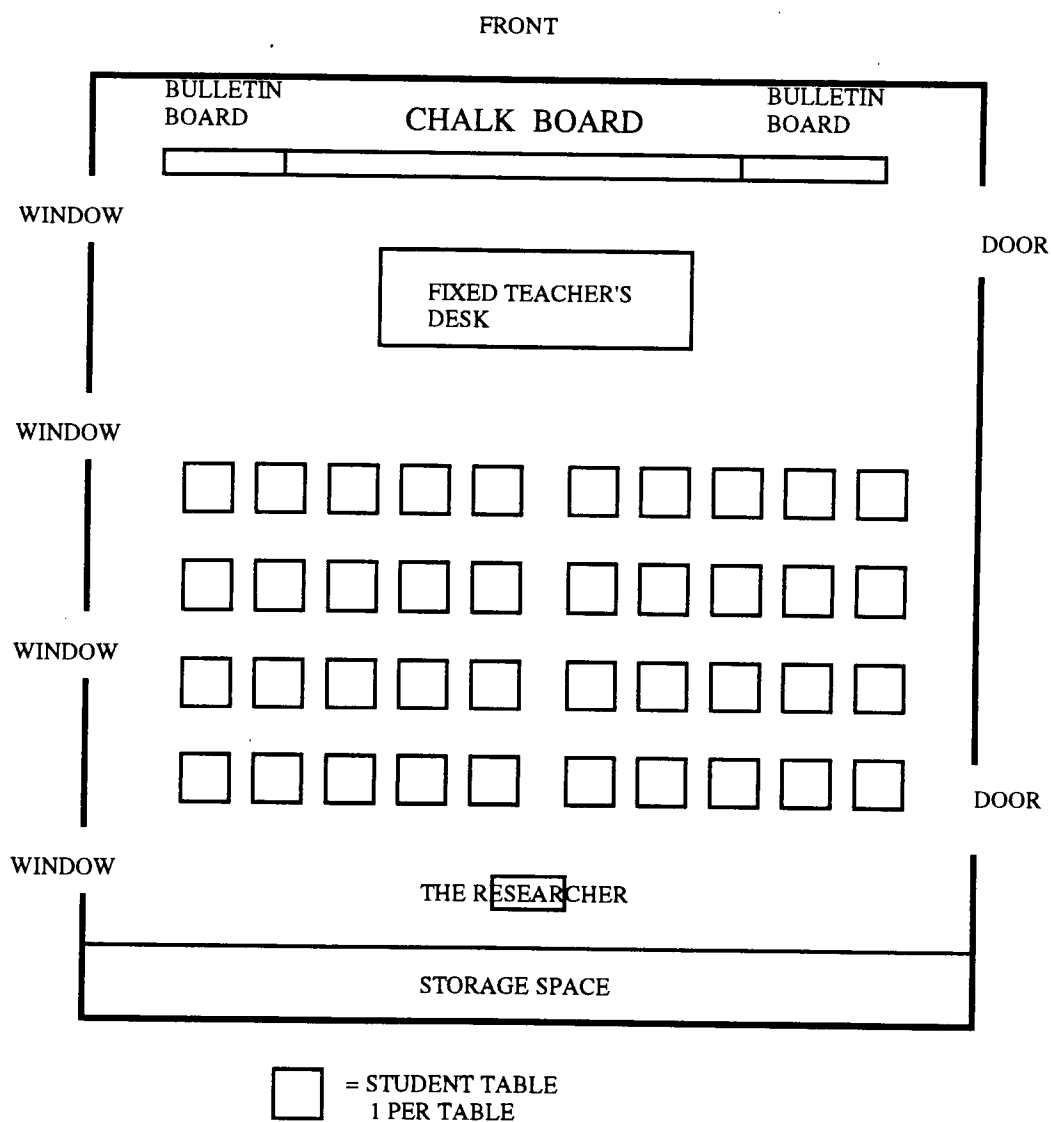
Classroom Arrangement : Mr. N



Classroom Arrangement : Mrs. R



Classroom Arrangement : Mrs. W.



Appendix C

A letter to secondary school directors (Thai version)

วิทยาลัยครูเชียงใหม่
มหาวิทยาลัยสุรนารี
อำเภอเมือง เชียงใหม่ 50000

4 สิงหาคม 2535

เรื่อง ขอเสนอเก็บรวบรวมข้อมูลเพื่อการทำวิทยานิพนธ์

เรียน ผู้อำนวยการโรงเรียน

ด้วยข้าพเจ้า นางสาวสุธีร นนทะภา อาจารย์ประจำวิทยาลัยครูเชียงใหม่ และขณะนี้กำลังอยู่ระหว่างการศึกษาคณะปริญญาเอกในสาขา *Community College Education* ณ *Oregon State University* ประเทศสหรัฐอเมริกา มีความจำเป็นต้องเก็บรวบรวมข้อมูลเพื่อประกอบการทำวิทยานิพนธ์ในหัวข้อเรื่อง *"The Effects of Student Teaching Upon the Development of Secondary Student Teachers in Thailand"*

เพื่อทำการดำเนินการเก็บรวบรวมข้อมูลครั้งนี้มีวัตถุประสงค์ตามเป้าหมาย ข้าพเจ้าจึงใคร่ขออนุญาตจากท่านสำหรับการสัมภาษณ์ และสังเกตการณ์ปฏิบัติการสอนในชั้นเรียนของ นักศึกษาวิทยาลัยครูเชียงใหม่ ซึ่งกำลังฝึกประสบการณ์วิชาชีพตามปฏิบัติ ณ โรงเรียนของท่าน รวมทั้งขออนุญาตสำหรับการสัมภาษณ์อาจารย์ที่เลี้ยงของนักศึกษาดังกล่าวด้วย ทั้งนี้ตั้งแต่วันที่ 4 สิงหาคม ถึงวันที่ 30 กันยายน 2535

อนึ่ง ในการเก็บรวบรวมข้อมูลครั้งนี้ ถือเป็นภารกิจส่วนตัวของข้าพเจ้า โดยจะไม่มีการขอทุนหรือเงินค่าตอบแทนการทำงานจากท่านหรือหน่วยงานใด และขอเสนอให้ท่านพิจารณาว่าข้าพเจ้าขอรับรองว่าจะใช้เพื่อประโยชน์ในการทำวิทยานิพนธ์เท่านั้น โดยจะเก็บไว้เป็นความลับที่สุด อีกทั้งจะไม่มีการเปิดเผยหรือระบุชื่อของโรงเรียน และนามจริงของผู้ให้ข้อมูลในวิทยานิพนธ์โดยเด็ดขาด

จึงเรียนมาเพื่อขออนุญาต และขอขอบพระคุณอย่างสูงมา ณ โอกาสนี้ด้วย

ขอแสดงความนับถือ

สุธีร นนทะภา

(นางสาวสุธีร นนทะภา)